PARL. PAPERS
FOR REFERENCE ONLY.

REPORTS

FROM

COMMITTEES:

FIFTEEN VOLUMES.

—(7.)—

EDUCATION (IRELAND).

Session

4 *February* —— 20 *August* 1836.

VOL. XIII.

1836.

REPORTS FROM COMMITTEES:

1836.

FIFTEEN VOLUMES:—CONTENTS OF THE

SEVENTH VOLUME.

N. B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

EDUCATION (IRELAND):—1835 and 1836.

REPORTS from the SELECT COMMITTEES appointed in Sessions 1835 and 1836, to examine into the State, Funds and Management of the DIOCESAN, ROYAL and other SCHOOLS of PUBLIC FOUNDATION in *Ireland*; as also into the SYSTEM of EDUCATION pursued therein; with a view to increasing their utility, and to inquire how far it may be practicable and expedient, and in what manner, and from what resources, to improve, extend and permanently maintain Academical Education in that Country; with MINUTES of EVIDENCE, APPENDIXES and INDEX:

630. (Sess. 1835), PART I. - - - - - - - - p. 1

586. (Sess. 1836), PART II. - - - - - - - - p. 583

THE REPORT (PART I.) 1835 - - - - - - p. 5
MINUTES OF EVIDENCE - - - - - - p. 7
APPENDIX - - - - - - - - - p. 527

THE REPORT (PART II.) 1836 - - - - - - p. 583
MINUTES OF EVIDENCE - - - - - - p. 587
APPENDIX - - - - - - - - - p. 733
INDEX to Reports, 1835 and 1836 - - - - - p. 739

REPORTS

FROM THE

SELECT COMMITTEES

ON

FOUNDATION SCHOOLS

AND

EDUCATION IN IRELAND;

TOGETHER WITH THE

MINUTES OF EVIDENCE,

APPENDIX AND INDEX.

PART I.—1835.

PART II.—1836.

Ordered, by The House of Commons, *to be Printed,*
10 *September* 1835; *&* 18 *August* 1836.

630.—1835.
585.—1836.

PART I.—1835 - - - - - - - - - - - p. iii

Appendix - - - - - - - - - - p. 521

PART II.—1836 - - - - - - - - - - after p. 576

Appendix - - - - - - - - - - after p. 146

Index, 1835, 1836 - - - - - - - - - - p. 153

3

REPORT

FROM THE

SELECT COMMITTEE

ON

EDUCATION IN IRELAND.

PART I.

Ordered, by The House of Commons, *to be Printed,*
10 *September* 1835.

Lunæ, 22° die Junii, 1835.

Ordered, THAT a Select Committee be appointed to examine into the State, Funds and Management of the Diocesan, Royal and other Schools of Public Foundation in *Ireland,* as also into the System of Education pursued therein, with a view to increasing their Utility, and to inquire how far it may be practicable and expedient, and in what Manner, and from what Resources, to improve, extend, and permanently maintain Academical Education in that Country, and to Report their opinion thereupon to The House.

And a Committee was appointed of,—

Mr. Wyse.	Sir Robert Fergusson.
Mr. Chancellor of the Exchequer.	Mr. Emerson Tennent.
Sir Robert Peel.	Mr. Strutt.
Lord Viscount Morpeth.	Lord Viscount Clements.
The Earl of Kerry.	Mr. Mackenzie.
Lord Stanley.	The O'Conor Don.
Mr. O'Connell.	Mr. Maxwell.
Mr. Goulburn.	Dr. Bowring.
Mr. Shaw.	Sir Richard Musgrave.
Lord Viscount Acheson.	Mr. Mackinnon.
Mr. More O'Ferrall.	Mr. Lynch.
Mr. Sheil.	Mr. Henry Lytton Bulwer.
Sir Robert Inglis.	Mr. Morgan John O'Connell.
Mr. Smith O'Brien.	Mr. Montague Chapman.
Lord Viscount Mahon.	Mr. Bellew.

Ordered, THAT the Committee have power to send for Persons, Papers, and Records.

Ordered, THAT Five be the Quorum of the Committee.

Jovis, 10° die Septembris, 1835.

Ordered, THAT the Committee have power to Report the Minutes of Evidence taken before them.

THE REPORT - - - - - - - - - - - p. v

MINUTES OF EVIDENCE - - - - - - - - - p. 1

APPENDIX - - - - - - - - - - - - p. 521

INDEX [*is subjoined to the Report of* 1836.]

REPORT.

THE SELECT COMMITTEE appointed to examine into the State, Funds and Management of the Diocesan, Royal and other SCHOOLS of Public Foundation in *Ireland*, as also into the System of EDUCATION pursued therein, with a view to increasing their Utility, and to inquire how far it may be practicable and expedient, and in what Manner, and from what Resources, to improve, extend, and permanently maintain Academical Education in that Country, and to Report their Opinion thereon to The House, and who were empowered to Report the MINUTES OF EVIDENCE taken before them;—HAVE examined the Matters referred to them, and agreed upon the following REPORT:

YOUR COMMITTEE have examined several very intelligent Witnesses on the subject referred to their consideration, whose Evidence they beg leave to lay before The House, and trust that they may be re-appointed at an early period of the next Session, when they will be enabled to complete their examination into this most important subject.

10 *September* 1835.

1835.

LIST OF WITNESSES.

Mercurii, 1° *die Julii*, 1835.
The Rev. Reuben John Bryce, LL.D. - p. 1

Lunæ, 6° *die Julii*, 1835.
The Rev. Thomas Dix Hincks, LL.D. - p. 15
John Claudius Beresford, Esq. - - p. 24
John Ebenezer Davies, Esq. - - p. 27

Mercurii, 8° *die Julii*, 1835.
The Rev. Thomas Dix Hincks, LL.D. - p. 28

Mercurii, 15° *die Julii*, 1835.
The Rev. Reuben John Bryce, LL.D. p. 83

Veneris, 17° *die Julii*, 1835.
The Rev. John Scott Porter - - p. 38

Lunæ, 20° *die Julii*, 1835.
John D'Alton, Esq. - - - p. 71

Mercurii, 22° *die Julii*, 1835.
The Rev. Reuben John Bryce, LL.D. p. 101

Veneris, 24° *die Julii*, 1835.
William Charles Quin, Esq. - - p. 126

Lunæ, 27° *die Julii*, 1835.
William Charles Quin, Esq. - - p. 141
William Cotter Kyle, Esq. - - p. 152

Mercurii, 29° *die Julii*, 1835.
William Cotter Kyle, Esq. - - p. 159

Veneris 31° *die Julii*, 1835.
William Cotter Kyle, Esq. - - p. 174
James Simpson, Esq. - - - p. 182

Lunæ, 3° *die Augusti*, 1835.
James Simpson, Esq. - - - p. 201

Martis, 4° *die Augusti*, 1835.
James Simpson, Esq. - - - p. 212
Thomas Osler, Esq. - - pp. 222, 223

Mercurii, 5° *die Augusti*, 1835.
James Simpson, Esq. - - - p. 224

Jovis, 6° *die Augusti*, 1835.
James Simpson, Esq. - - - p. 240

Veneris, 7° *die Augusti*, 1835.
James Simpson, Esq. - - - p. 257

Lunæ, 10° *die Augusti*, 1835.
James Simpson, Esq. - - - p. 275

Martis, 11° *die Augusti*, 1835.
Richard Anthony Blake, Esq. - p. 297

Mercurii, 12° *die Augusti*, 1835.
Richard Anthony Blake, Esq. - - p. 309

Jovis, 13° *die Augusti*, 1835.
Denis Brenan Bullen, M.D. - - p. 316

Veneris, 14° *die Augusti*, 1835.
Denis Brenan Bullen, M.D. - - p. 332

Lunæ, 17° *die Augusti*, 1835.
Richard Anthony Blake, Esq. - - p. 347

Martis, 18° *die Augusti*, 1835.
Richard Anthony Blake, Esq. - - p. 360
The Very Reverend Dean Macnamara, p. 370

Mercurii, 19° *die Augusti*, 1835.
Sir Robert Fergusson, Bart., M.P. - p. 380
David Boswell Reid, M.D. - - p. 392

Jovis, 20° *die Augusti*, 1835.
David Boswell Reid, M.D. - - p. 403

Veneris, 21° *die Augusti*, 1835.
The Rev. Richard Jones - - - p. 479

Lunæ, 24° *die Augusti*, 1835.
William Knight, Esq., LL.D. - - p. 419
Robert John Saunders, Esq. - - p. 433

Martis, 25° *die Augusti*, 1835.
William Knight, Esq., LL.D. - - p. 437

Mercurii, 26° *die Augusti*, 1835.
William Knight, Esq., LL.D. - - p. 451
Robert Rickards, Esq. - - - p. 459
R. M. Muggeridge, Esq. - - p. 468

Jovis, 27° *die Augusti*, 1835.
William Knight, Esq. LL.D. - - p. 474

Martis, 1° *die Septembris*, 1835.
The Rev. Charles Mayo, D.C.L. - p. 494

Jovis, 3° *die Septembris*, 1835.
The Rev. Charles Mayo, D.C.L. - p. 510

MINUTES OF EVIDENCE.

Mercurii, 1° *die Julii*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

The Rev. *Reuben John Bryce*, LL.D., called in; and Examined.

Rev. *R. J. Bryce*, LL.D.

1 July 1835.

1. YOU are the Principal of the Academy of Belfast?—Yes.

2. Have you been long so?—I was appointed, I think, in March 1826; and I was in another situation connected with the academy for two years previously.

3. You have been connected with the direction of education for several years?—Yes.

4. How many years have you been so connected?—About 20 years: I began to teach at a very early age.

5. Have you been teaching in Ireland during all that time?—In Ireland, almost entirely. Perhaps I may mention, that I entered the profession from deliberate choice, after having gone through two-thirds of the course that was necessary for taking a medical degree.

6. Did you teach in various parts of Ireland?—I have taught publicly only in Coleraine and in Belfast.

7. You are acquainted then with education only in the north of Ireland?—Nothing more, except so far as occasional visits to other parts of Ireland have enabled me to see something of the state of education in those parts.

8. Are you acquainted with the origin, the constitution and the management of the Diocesan or the Royal schools?—I have had no means of information, except the public printed documents, which are accessible to all, nor have I studied these particularly.

9. Are you acquainted with the nature of the course or the methods of instruction adopted in any of those schools?—Very partially. Some young people, partly educated at the diocesan schools, have come to finish their education under me; and sometimes, when I have wanted under masters, young men from these schools have come before me as candidates; but I have not had an opportunity of observing a sufficient number of the diocesan schools to form anything like a fair judgment of the schools as a whole, because they are so numerous, that a knowledge of more than two or three would be necessary to justify me in making a general statement.

10. From your experience of the pupils who have come to you for instruction, and of the young men who have applied for under masterships, what is your opinion of the course of instruction given in the Diocesan schools?—I should judge that the education of these young persons had been chiefly classical, and that its object had been rather to make up the young men for entrance in Dublin College, than to give them a sound critical knowledge of the ancient languages.

11. Are you aware whether premiums are given for advancement in any other than classical studies?—I believe there are usually premiums for progress in other departments of study.

12. Are you aware of the usual course of education pursued preparatory to entering the Universities in England?—I do not know much of it. I have had a few young men who have been educated in England, and I have had some opportunities of forming a judgment, but they have not been sufficiently numerous to enable me to speak with confidence.

13. Do you find that the mode of education adopted in the Diocesan schools corresponds with the system of education adopted in this country preparatory to entering the University?—I should say, that the attention to the classics

Rev. *R. J. Bryce*, LL.D.

1 July 1835.

is less exclusive in Ireland, but still it is more exclusive there than I should wish to see it.

14. Are you aware what constitutes the course of classical instruction in the Diocesan and Royal schools?—It is determined by the entrance course of Trinity College, Dublin.

15. Is it limited to that course?—No; there are several preparatory books which it is understood every youth shall read before he proceeds to the Dublin College course.

16. Have you found, in examining those several pupils and candidates, that their knowledge of classical literature was confined merely to the knowledge of language, or did it extend to a knowledge of ancient geography and ancient history, and the various other ancillary studies necessary to the attainment of classical learning?—My impression has always been, that there has been too much attention paid to the collateral studies, and too little to the critical knowledge of the languages; such a critical knowledge as that attained in the English universities was not known; and on the other hand, what appears to me to be a still more important department, general philology, that is, the philosophy of language in general, which is or was cultivated in some of the Scotch universities, is scarcely attended to. I ought in justice to say, from what I have seen of the English classical education, that philosophical grammar is very much neglected in England also.

17. Is there not some compensation for this deficiency in the more accurate and extended knowledge which the pupils acquire of history and geography?—I am not sure that there is any knowledge of that nature that would compensate for the want of a critical and philosophical knowledge of the languages. My own opinion, as a practical teacher, concerning the best way of studying Greek and Latin is, that the classical master ought to make the languages his principal object. The collateral subjects, antiquities, ancient geography and ancient history, I conceive, are just as necessary to a well-informed man, though he is not to be a classical scholar.

18. Do you not think that as the character of a language depends upon the history and manners at any given period of the country which uses it, the study of history and antiquities is essential to the study even of philology?—Certainly; but I consider that the study of ancient history and antiquities ought to be made ancillary, whereas they are made in too many classical schools the principal object.

19. In any one of those different departments of philology, or history, or geography, or antiquities, have you found the pupils of the Diocesan and Royal schools superior or inferior to the students in other schools in Ireland?—As far as my own experience goes, I should say that the pupils of the royal schools are superior, and those of the diocesan schools not inferior to the average of pupils from the other schools in the north of Ireland.

20. Do you find generally that the classical languages are inaccurately learned?—Yes. The object is not so much to study the language as the contents of the classics; for example, a good Latin style, which is the test of a critical knowledge of the language, is not thought of.

21. You think it would not be easy to find in the Diocesan schools pupils capable of writing a Latin letter correctly?—Nor in other schools. However, Latin composition has of late been required at the examinations in Trinity College, Dublin, with more strictness, and that is creating a necessity for paying some attention to it in the schools.

22. You think there are not many of the pupils who could think in Latin?—I certainly should not expect to find such.

23. Generally speaking, have you found that the style of Latin composition in the schools in Ireland is considerably inferior to what it ought to be, and what it is found to be in most of the schools on the Continent?—I cannot compare it with what is seen in the schools on the Continent, because I have had no opportunity of observing them; but it is very much inferior to what you will meet with in many schools in Scotland. The English schools I have had few opportunities of estimating, but as far as I have seen and heard, I think those of Ireland are inferior to them in the article of Latin verse composition. I ought to notice, however, that I have found young men intended for the Roman-catholic priesthood, much superior to any others in Ireland in respect of Latin prose composition.

24. Do you speak of a want of grammatical accuracy, or of a want of style and elegance of expression?—I speak of the want of a genuine idiomatic Latin style.

style. Of course such a knowledge of the grammar as would enable one to put together Latin words without violating the rules of syntax, is not so uncommon. Till within the last few years Latin composition has scarcely been practised at all in the schools.

25. Do you find such to be the case generally in the schools in Ireland, as well as in the Diocesan schools?—Yes, generally.

26. Do you find private schools superior or inferior in that particular to the Diocesan or Royal schools?—I should say that, generally speaking, they are a shade below the royal schools, and pretty much upon a par with the diocesan. There is, however, one private school from which I have received several pupils, and these were better taught than any who have come to me from any quarter whatever.

27. Will you mention the school?—My only objection is, that I may be doing injustice to others equally meritorious, though unknown to me; but as the question has been asked, I will state that the school I mean is that of Mr. Carley of Antrim; as he is a neighbour, and within a few miles of Belfast, I frequently receive pupils that have been at his school.

28. Are you aware of any differences in the mode of instruction between his school and that of others?—I believe that his method of teaching approaches in some respects to that pursued in Scotland; and the superiority of the Scotch teachers of Latin is quite as marked in the present day as it was in the days of Locke, who in his letter to a gentleman upon the subject of choosing a tutor, recommends him to get a Scotchman to teach Latin. I think Mr. Carley was an under master in the Belfast Academy, in the time of my predecessor, Dr. Bruce, whose methods were in many respects very good, and an approximation to the Scotch.

29. What is the distinction between the Scotch and Irish modes of teaching Latin?—It is difficult to answer this question on the spur of the moment, because it implies an analysis of the principles on which the methods depend. I shall, perhaps, give the best idea of it by tracing the progress of a pupil taught by a Scotch teacher. He first learns the inflexions of the nouns and verbs, with some of the rules referring to that subject; he is then set to read some easy Latin book on the following plan: the teacher reads over the lesson before him, sentence by sentence, so that he is told the English of all the words, and has the construction also given to him. The principle of this method is the same with that of the Hamiltonian interlineary translations; whether an interlineary translation written or printed and presented to the eye, be a better method than a translation orally given, is a question into which I need not enter. But the Scotch learner is made to apply his knowledge of the inflexions of nouns and verbs to the lesson which is thus construed and translated to his hand, by means of an exceedingly strict system of parsing; at the same time he begins to learn the syntax, and as soon as he has gone through it, he combines an application of its rules with the exercise of parsing, but still the teacher continues to *read out* the lesson, for that is the technical phrase. At length the learner becomes able to construe for himself without the master's help. I understand the practice in Ireland to be, that a boy is generally first put through the grammar, syntax and all, and then a Latin book is put into his hands, with a dictionary, and he is expected to make out the meaning of the passage prescribed for his lesson by himself, without its being first read over to him.

30. Are you aware that such also is the practice in England, in all the public schools?—So I understand.

31. Is much attention paid to etymology in the study of the Latin language in Ireland?—I think a good deal.

32. Is that a recent improvement?—No, I think that it has been going on ever since my recollection; but the mode of teaching etymology both in Ireland and elsewhere is very defective; so that I do not set so much value upon it.

33. Does exercise in composition accompany this early portion of Latin studies?—Very little; though it is now beginning, as I have stated, to be attended to, in consequence of being exacted from the students of Trinity College.

34. By composition is meant not only from the English into Latin but from Latin into English?—Written translations from Latin or Greek into English I do not think are much used, and perhaps not of much use; but translations from English into Latin are beginning to be used a great deal; I think they have

Rev. *R. J. Bryce*, LL.D.

1 July 1835.

scarcely yet got so far as to attempt original composition in Latin, as distinguished from translation into Latin.

35. Is composition in verse attended to?—In some schools it is, a good deal.

36. Is this the case in many schools?—I should think not.

37. In the schools in which it is practised does it embrace every description of Latin verse?—In the only schools I can speak to positively, it extends to a considerable variety of the different kinds of verse; I may mention the Royal School of Armagh, from which I got a classical assistant a few months ago, and he submitted to me a number of specimens of composition in all the principal lyric metres.

38. Is as much attention paid to prosody in the study of the Latin language in Ireland as in England?—Not nearly so much.

39. Do not you think that, on the whole, the study of prosody is greatly neglected in Ireland?—Generally speaking, I think it is.

40. Have you anything further to state with respect to the study of the Latin language in the schools in Ireland, as to defects you have observed, or improvements you would recommend?—Yes, I think that the habit of speaking Latin ought to be attempted; the great obstacle in the way is, that the parents whose object is to have their children prepared as rapidly as possible for Trinity College, would probably think the time wasted that was not employed in getting them ready for entrance as quickly as possible. Now, I have never ventured to introduce the speaking of Latin in the Belfast Academy, lest the parents should say, "this is a whim of Dr. Bryce's, he wants to do a thing quite different from the object for which we send the children to school; we care for nothing but getting them prepared for entrance."

41. In pursuing these studies of the Latin language, what are the books usually read; do the classes employ selections, or do they go through the whole of a classical author at once?—The Dublin College entrance course consists for the most part of large portions of the classics; and this course is what determines the ground over which the schoolmasters must carry their pupils. The whole of Horace is required, and the whole of Sallust, six books of the Æneid of Virgil, a few satires of Juvenal, two plays of Terence, and three books of Livy. I am not sure that I recollect the names of all the authors in this entrance course.

42. You are aware that the plan you have described is different from that followed in the English schools, where they generally use a selection from different classical authors; do you consider the English practice an objectionable mode of studying the language?—Yes; I consider it better to read a large portion of a classical writer.

43. Upon what grounds do you form this opinion?—I find that young persons take a much greater interest in a subject, the connection of which they can see; if you select a part chosen for its beauty, or its historical interest, the learner does not perceive the connection between such passage and what goes before, and what follows after.

44. Is not even the beauty of a fine passage greatly dependent upon the inferior passages which either precede or follow it?—Certainly; and that was my meaning in my last answer. There is another suggestion with regard to the teaching of Latin, which I think is of great consequence, namely, that the language itself ought to be made a primary object at first; and the method I should consider the best for teaching Latin would be to employ the learner either in speaking Latin, or in something approaching to it; for example, learning a number of individual words in part orally, and in part by writing, and before he is put to read he may thus be made familiar with many of the primitive words of the language, and also with the mode of combining words, and then when you put a book into his hands he will not be a stranger to the language, and he will take much greater interest in it.

45. That is to say, you would have a child learn Latin as he learns English?—Yes, in a great measure; but I would avail myself of the classifications of grammar as early as possible, because grammar, like every other science, is only a classification of phenomena. I think the fault of the Hamiltonian and Jacotot systems is, that they undervalue classification. They have seized hold of a principle which is good in itself, namely, that individual words must be acquired before general principles can be comprehended, but, being ignorant of the true limits of their own principle, they push it to a faulty extreme; they wait too long before they make the pupil acquainted with general principles, for I think the individual words and the grammatical principle ought to be taught together. As soon as

a learner has got two or three individual words or combinations having something in common, he is ready to classify.

46. Is it your opinion that, with a view to the future pursuits of the generality of men, it is desirable to employ the amount of time which is now given to the study of the Latin and Greek languages, in preference to devoting a part of that time to the acquisition of experimental science, mathematics, natural philosophy and other branches of knowledge, which may be more useful in ordinary life?—I suppose that the best and safest answer I can give to that question is an indirect one; that is, I conceive it quite practicable, by the adoption of better methods, to shorten the period employed in learning those languages so much, that it would not at all interfere with the study of practical and experimental science.

47. With regard to the speaking of Latin, do you not think a very great difficulty interferes; the Latin being a dead language, we cannot easily, or at least with classical propriety, adapt it to the ordinary purposes of modern life?—That is certainly a difficulty, but not so great as it seems at first sight. It is not, however, necessary that Latin should be made actually the language of the school or the family, but that something approximating to the speaking of Latin should be used. For example, when a boy is going to learn Latin, he should be taught the Latin names of familiar objects; and as to those objects which were unknown to the framers of the Latin language, I do not think it any violation of classical propriety to invent names for them; the formation of those names being guided by the analogy of the Latin language. I conceive that purity of classical style depends upon the combination of words, more than on the individual words used; and therefore I should call a sentence good Latin if the words were combined after a classical model, even though there should be words in it demanded by the exigencies of modern life, which were unknown to the ancients: there would not be much injury done by the adoption of a word which was known to be a modern one.

48. What would you think of an Englishman who should take it into his head to translate Bossuet, for instance, into the language of Milton's prose writings?—I think the imitation of particular writers is very bad. A modern writer of Latin ought not to copy any individual ancient classic, but endeavour to form a style of his own. I think that any modern who has been acquainted with ancient models may form a style which shall be as classical as that of Cæsar, and yet as completely his own as Cæsar's style was Cæsar's.

49. Do you think that this can be attained by speaking Latin?—Not by speaking Latin alone.

50. You would then combine the speaking of Latin with the constant writing of it?—And the constant perusal of classical models.

51. And you think writing, and the constant perusal of classical models, would be sufficient to obviate any danger of contracting a corrupt style, which might arise from the pupil speaking Latin?—I do; I may add, that I speak upon this subject from experience. For nearly two years of my childhood I spoke Latin almost constantly; my father and mother would speak nothing else to me, and I found it of the greatest advantage afterwards. Although I know now that the Latin which was spoken in the family, except by my father and mother themselves, was not very classical, still that gave me a readiness in Latin composition afterwards, which I could not have acquired in any other way; it fixed my attention upon the idioms of the classical writers in my reading.

52. That is in consequence of the work of translation going on more rapidly in the mind?—In other words, when the idea is called up in the mind, it suggests the Latin word as readily as it suggests the English.

53. Do you then think, that if a habit of speaking Latin, in combination with writing and well-directed reading, could be introduced, the association of ideas would necessarily bring out the phraseology of the speaker in something like a classical form?—Yes; I am of opinion that the common expression, "thinking in a language," is not quite correct. I conceive that when an idea arises in the mind, it suggests the words of the language with which we are most familiar; and I think it is quite practicable to be so familiar with a second language, that the words of that language shall be suggested by the idea directly, instead of passing through the channel of the other language. I once felt this, at a time when I was paying a good deal of attention to Spanish: I found myself dreaming in Spanish, in a state of not very sound sleep, when recovering from sea-sickness, on board a steam-boat.

54. Do you conceive that to the middle classes in Ireland the acquisition and study of the Latin language is of much importance; the question refers to those

Rev. *R. J. Bryce*, LL.D.

1 July 1835.

persons who are not destined to what are called the learned professions?—Perhaps my own classical prejudices may warp my judgment, but I think it is of use to any person who can command time for it; and I think it is desirable that even those who are not destined to the learned professions should have such opportunity. I think, if properly managed, it will not interfere with other studies.

55. In the schools you have spoken of, do they pursue Greek studies as well as Latin?—Yes, they do; and in Greek as well as in Latin the books read are determined by the entrance course of Trinity College, Dublin.

56. Is the same attention paid to Greek as to Latin?—Less.

57. Is the study conducted upon the same principles?—Upon the same principles, but with less attention to philological accuracy. I know that it is much more difficult, if I want an assistant, to find a tolerable Greek scholar than a tolerable Latin one.

58. Is composition in Greek much practised?—I do not know that it is at all.

59. Do you find the diocesan or royal schools inferior or superior in their mode of teaching Greek, to other schools in Ireland?—I think the royal schools are a shade superior, with a few exceptions. The diocesan schools, I think, are nearly on a level with others.

60. Have any of the more recent improvements in the study of the Greek language been introduced into those schools?—I think there is more tendency to introduce improvements in Greek than in Latin, but I conceive that to be because they are more wanted.

61. Would you recommend the speaking of Greek as well as of Latin?—Yes; at least I do not see why there should not be an approximation to it. The same sort of mental process goes on in learning both languages. I was going to observe, that the subject of Greek accent is scarcely at all attended to.

62. Do you consider it of much importance, even to a well-educated man, that he should be versed in all the mysteries of Greek accentuation or Greek metre?—I think there is more mystery made about it than there really exists in the matter, and that a competent knowledge of Greek accent is easily acquired. In the study of Greek metre there is much greater difficulty; and I should not think, except for a man who is determined to be a classical critic, that a very minute knowledge of Greek metre is requisite; yet every school should furnish those who want it with an opportunity of acquiring such knowledge.

63. You spoke of the Diocesan schools in the north of Ireland?—Yes: I have already said that I am acquainted with so very small a proportion of the whole of these schools, that everything I say must be understood as spoken with considerable diffidence.

64. What has been your experience of the results of the scientific course pursued in the Diocesan and Royal schools?—It generally includes, I believe, the first six books of Euclid. I should think the pupils seldom go much further.

65. Do they study algebra?—Very little algebra.

66. Do they study trigonometry?—I cannot say.

67. Any portion of natural philosophy, or natural history in any of its branches?—Not that I am aware of.

68. Do you find that they are well grounded in mathematics?—I have found several pupils who could demonstrate the propositions in Euclid very well; but I understand there is not much attention paid in most of the schools to the original invention of demonstrations and practice of mathematical exercises.

69. So that their studies are more mechanical operations than exercises of the reasoning or inventive faculties?—I think they ought not to be called mechanical. There is not much exercise of invention; but still, if a boy is made to comprehend fully a demonstration in Euclid, that is something much too high to be called mechanical.

70. Is mental arithmetic at all practised in these schools?—Not that I am aware of.

71. Do they advance far in arithmetic?—I cannot say precisely how far. I know they are in this respect greatly superior to the schools of England, though inferior to many Irish schools of similar rank. I can speak less positively on this subject, from not having been immediately connected with the mathematical department for the last eight or nine years.

72. Do you find that any of the modern languages is attended to?—French is generally, but other modern languages not.

73. Geography?—I am not able to speak positively as to geography; but I have an impression that is generally taught, more or less.

74. Natural

74. Natural science, of any kind?—Not that I am aware.

75. Mental and ethical science?—Not that I know of.

76. Then in your opinion the education of those schools is defective, leaving out, as it does, those important branches of science?—I think it would be a great improvement to have more of those branches taught in such schools.

77. Is the study of the English language in those schools pursued to any great extent?—It is studied much more than in the schools of England, but less than it might be with advantage.

78. Are you aware what is the nature of the course pursued in the study of the English language?—Not so as to speak precisely.

79. Have you had any experience of the result of these studies amongst the persons with whom you are acquainted?—I have known some persons possessing a very respectable acquaintance with the English language and English literature; but from seeing the majority defective in these respects, I have inferred that the attainments of the few arose from accidental circumstances in their home education, or from their own taste, rather than from any training in the schools, except in so far as classical studies have a tendency to lead those who are otherwise predisposed to such pursuits, into the cultivation of the literature or philology of their mother tongue.

80. What do you believe to be the cause of the defects just noticed?—The reason of the defects I have noticed is, that in all those schools the head master is chosen generally for his classical attainments. The other departments are committed to ushers, with fixed salaries; and consequently there not being a head English master, or a head mathematical master, with an income depending on his success in teaching, those studies are less efficiently carried on.

81. Is English composition much practised in those schools?—In some of them I have heard that it is practised; but I am not able to say on what plan, or to what extent.

82. In general is the English language attended to as an essential branch of education in the schools in Ireland?—It is beginning to be a good deal more attended to in the schools generally.

83. What are the improvements which have taken place?—I think they consist principally in a greater attention to grammar; and in some cases to composition; in those schools especially where the middle and mercantile classes are educated; perhaps also the adoption of better methods in the details of school business.

84. When you have occasion to select English masters, what mode do you adopt to ascertain their proficiency in the English language?—I ought first to observe, that in the seminary over which I preside there are two classes of teachers; there are the masters, and the assistants or under masters; the masters are my colleagues, not my employés. The masters have been hitherto appointed by me; the assistants are chosen by the masters under whom they are to act, subject to my approval. This being premised, I may now add, that in selecting both masters and assistants we have followed no uniform course; sometimes we have taken a man from long personal knowledge of him; sometimes on the recommendation of an individual friend, sometimes by testimonials, and sometimes by examination.

85. Have you found that masters who are selected for other branches are generally such proficients in English also, that they might be entrusted without difficulty with the superintendence of the English classes?—Not generally.

86. Then you do not generally find that persons who are proficient in other branches of education are also proficient in English?—Not generally, but I think the number is increasing.

87. In studying the English language is a regular series of the English classics read, or are selections, such as Entick's Speaker and Scott's Speaker the text books most commonly in use?—Selections, and Goldsmith's Histories of England and Rome, and sometimes Greece, are I think the books generally employed in schools.

88. Have you any reason to suppose that the Diocesan schools or Royal schools differ from other schools in Ireland in that particular?—There is a general impression upon my mind, that there is less attention paid to the English language in those schools than in schools one or two steps beneath them.

89. You are acquainted with the several academical institutions in Belfast?—Yes.

90. What are those institutions?—The Belfast Academy, and the Royal Belfast

Rev. R. J. Bryce, LL.D.

1 July 1835.

Academical Institution. The Academy was founded in 1785 and 1786; the subscriptions were taken and the arrangements made in the end of 1785, and the schools were opened in the beginning of 1786; the Academical Institution was founded in 1810.

91. From what circumstances did the Royal Academical Institution originate?—It originated from a dissatisfaction, (whether well founded or not of course it is not necessary that I should give any opinion,) in the minds of certain persons, with regard to the management and arrangements of the Belfast Academy.

92. Will you proceed to state what is the constitution of the Academy of Belfast?—That the Committee may be enabled to understand my statements with regard to its constitution, I must beg permission first to state the object for which it was founded. The Academy was intended to furnish a school education of a higher and more extensive kind than had been known in the north of Ireland previously; and to combine with this a system of college classes on the model of the Scotch universities. It seems to have been contemplated by the original founders, that in due time the Academy would become a place where the Presbyterian clergy would receive their college education. This being premised, I may now state, that the constitution has undergone two changes. Originally, each subscriber of ten guineas was a patron, and the whole concerns of the Academy were managed by the patrons in conjunction with the principal, professors and masters. There was no precise or definite set of rules laid down, to assign to these different parties their several functions; but I recollect distinctly one rule which provided, that in filling up a vacancy caused by death, each subscriber and surviving master should have a vote. About the year 1790, Dr. Crombie, the first principal, died; he was a man of most enlarged mind, a man who was half a century before his age, and the erection of the Academy was chiefly owing to him. An indirect offer of the vacant situation was made to Dr. Bruce, who then resided in Dublin, and he made it a condition, that if he became principal, he should have the appointment of the other masters; this was conceded to him.

93. Do you think this was a judicious arrangement?—Quite the reverse. In the first place, it had a tendency to lower the masters, and reduce them more nearly to the level of ushers. I think Dr. Bruce, in asking this power, must have misunderstood the nature and objects of the Academy, and must have conceived the masters to be a much lower class of persons than the original projectors of the Academy designed they should be. I think, too, that the patrons would hardly have consented had they not been confounded by the sudden death of Dr. Crombie, who was in every way the life and soul of the undertaking, so that they scarcely knew how to act. In the second place, this arrangement left scarcely anything for the patrons to do; their attendance, which had never been very good, fell off dreadfully; on one occasion six years, on another twelve, and on another eight, intervened between their meetings. A second change in the constitution is now taking place, which has come about in the following way. The buildings being very much dilapidated, the masters repeatedly urged the patrons to make some effort to renew them. These representations were continued for several years, but no effective movement on the part of the patrons resulted from them. At length a strong letter was addressed to the patrons, by the principal and masters, the import of which was, "The academy is yours; make an effort, raise subscriptions and rebuild it on a scale worthy of the town. If you will not, then give the management of it to us, and we will endeavour to obtain the money, giving any security that may be requisite to prevent the Academy from ever becoming private property." The patrons accepted the latter alternative, and, by the present constitution, the management is vested in the principal and masters, subject to a check on the part of those persons who pay fifty guineas or upwards to the new subscription, by which any alienation or abuse of the property is prevented.

94. What is the nature of that check?—It is that no deed transferring any part of the property is valid without the unanimous consent of a meeting of subscribers, and there is to be annually appointed a committee of inspection, consisting of three or five members.

95. In what way are the several professors chosen under the new arrangement?—The mode of selecting the principal is not yet fixed. Rules for it are to be agreed upon between the masters on the one hand, and the subscribers of fifty guineas and upwards on the other, the consent of a majority of each body being necessary. Till such an arrangement be completed, the election of a principal is vested, provisionally, in the subscribers of fifty guineas and upwards, and the masters jointly.

To

To all other situations besides that of principal, the election is entrusted to the principal and masters. I ought to add, that the reason why the principal and masters asked, and the patrons conceded this power of management is, that in soliciting subscriptions for the new buildings, they offered to every subscriber the value of his subscription in the power of nominating pupils to free tuition. As the new buildings, therefore, will be actually erected at the expense of the masters, it was felt to be right that the administration should chiefly rest with them.

96. It has then become a joint-stock company on the part of the masters, with a bonus to certain individuals, not masters, to assist them?—It is not a joint-stock company, because the Academy is not the property of the masters.

97. Will not the profits of the institution, under this arrangement, fall to the masters?—That has always been the case, even when the management belonged to the patrons.

98. Then they have induced the proprietors to assign the property to them, and they now look to the public for assistance by offering the bonus of a liberal system of education?—It is not correct to say that the subscribers have assigned the property to the masters, because no master has any individual interest; when any master dies, or goes to another situation, all his interest in the Academy ceases: it is rather like a chartered corporation.

99. In which self-election is the system?—Yes.

100. Do you think such a system is preferable to any that has yet been adopted?—Yes; I think the objection to self-election is valid only where it is an election to the exercise of a trust. I think that when a number of people are engaged in any undertaking, on the success of which their own livelihood depends, they themselves are more likely than any others to fill up, in the best way for the public, the vacancies which may occur in their body, because what is for their own interest is also for the interest of the public. I have had some experience in the contested elections of one or two colleges, and I have uniformly found that all jobs are vigorously opposed by those professors whose income is derived wholly or almost wholly from the fees of students; the reason is, that such a man has the deepest interest in getting the other chairs filled by the best men that can be found, and thus raising the general reputation of the college.

101. Supposing, by endowment or otherwise, the income of this school should be considerably increased, might there not be some danger of the masters appropriating to themselves the proceeds of the revenues, and doing very little work for such proceeds in return?—An endowment might certainly alter the case, if not accompanied with some efficient check, such as we already have for the security of the present property: an increase of income from any other source than endowment would not be attended with any such risk.

102. Are the masters elected by "concursus"; is there a general advertisement when a vacancy occurs?—Sometimes there is a public advertisement, and sometimes not.

103. Are all the masters called in to decide?—There has been, as yet, no election upon the new plan. The agreement is, that the nomination shall be made by the principal, with the concurrence of two-thirds or three-fourths of the masters.

104. Is it intended the candidates should be examined, and if so, whether in public or in private?—There is no rule prescribing a mode of examination, nor enjoining an examination at all.

105. What would you suggest as a good general arrangement applicable to a school, in cases where it should be deemed advisable to adopt the system of self-election?—Make it the interest of the electors to choose the best men they can find; there is no other security, either in case of self-election or any other mode of election: and the very reason why self-election is preferable, in the case of a seminary with little or no endowment is, that each professor and master has a deep interest in getting the best possible man for his colleague.

106. In order to ascertain the best man, is it not necessary that there should be some public competition and examination?—I think that is not always a good test, because a public examination is a thing to which a man who has obtained some character is unwilling to submit, unless he has very great confidence indeed, both in the judgment and in the courtesy of the examiners, and also in the amount of their attainments; a man would not readily submit to be examined, except by persons who were so decidedly his superiors in literary standing, that it would be no discredit to acknowledge their superiority. Besides, when the examination comes on, flippancy, firm nerves, and what is technically called cramming, that is, making a

Rev. R. J. Bryce, LL.D.

1 July 1835.

person up for a particular occasion, often carry away the palm from solid acquirements and modest merit. Some of the very worst appointments I have ever known have been made after such examinations.

107. By what criterion, then, can the masters decide upon the competency of any person who should offer for those situations?—Among literary men there is always a very accurate estimate formed of those who are likely to be candidates for such a situation. Besides, the candidate gives us opportunities of knowing him and talking with him. We ask him to our tables, and draw him out in conversation; if he has written any book we read it, and by these means we receive an impression both of his attainments and of his capacity of teaching. Then, again, he produces testimonials of character, talents and acquirements. Above all, if he has been already employed in teaching, his success as a teacher we consider a far better criterion than his mere attainments.

108. But it is not in every case that you can enjoy such opportunities?—Very generally; and if any further test be required, it would be much better to give the candidate a class to teach, and observe how he conducted it, than to subject him to an examination.

109. Would you extend this remark to every similarly constituted college?—Decidedly.

110. Then do you deprecate all examinations of teachers?—No; there may be cases in which an examination is very suitable; for an under master, I think, it is very desirable and proper, because the young men who look for those situations can feel no humiliation in submitting to be examined by those who are to be their employers, and whose standing is indisputably so much higher than their own.

111. Will you state the result of your experience with respect to the mode of electing teachers?—My experience of the various modes of electing teachers whose operations I have witnessed, leads me to conclude that in a public seminary the patronage cannot safely be trusted to the masters, if their incomes arise wholly or chiefly from an endowment; but if their whole, or almost their whole income depends upon the fees of pupils, the safest way by far for the interest of the public is to commit the patronage to the masters.

112. Where a seminary is partly endowed, and partly depending upon the fees of pupils, do you think a combined mode of election would be judicious; that is to say, self-election, controlled by some exterior body?—I should think so.

113. What is the course pursued in the Scotch universities in that particular?—In Edinburgh the town council elects to almost all the professorships in the university; a few are, or were, in the gift of the Crown. In Glasgow the Crown has the nomination to some chairs, and the university to others. The latter, of course, are filled up by a system of self-election. Aberdeen and St. Andrew's, I believe, are constituted similarly to Glasgow; but I think there is more Crown patronage.

114. To what extent does the Academy at Belfast resemble these universities in its character?—It has introduced into school education the same division of labour which is introduced into university education in the Scotch colleges; and it contains classes for logic, natural history, natural philosophy, belles lettres, and Greek philology and criticism, conducted on the principle of the classes in the Scotch colleges, but we hope with some improvements.

115. From your experience of these several modes of electing professors, which do you think the best for the purposes of college education?—I think that where there is no endowment, or where the endowment bears a small proportion to the fees of the students, the system of self-election is by far the best. Where there is a considerable endowment, then I should say that some mode of election similar to that which they have in the University of Edinburgh would be preferable. A body like the town council, representing the inhabitants for the time being of the town in which the college is situated, would have an interest in the prosperity of the institution.

116. Do you consider that such a body are the most fit to appreciate the real qualifications of the teachers?—They are quite competent to find out who is the best man, if they be but sincerely desirous of doing so; the proof of which is, that so long as the professorships in the University of Edinburgh were not very lucrative, the town council made most admirable appointments. After the professorships became very lucrative, then the town council sometimes made appointments that were not so fair, because the chairs became objects of competition to people of a higher class, who possessed more influence over the town council. The Edinburgh

burgh Medical School was raised entirely by the disinterestedness of the town council, and their anxiety to find out the best men. And it is to be observed, that the characters and qualifications of literary men are matter of general notoriety; so that a sensible and honest man, though not learned, may form a very good choice of a professor, in the same way that he chooses a physician to attend his family, or a lawyer to plead his cause.

117. In case of any impropriety, or any appearance of incompetency or neglect, on the part of any teacher, what power do the members of the Academy possess for effecting the removal of such teacher?—During the first period, prior to 1790, I do not think there was any precise regulation upon that subject; but I suppose the patrons reserved to themselves that power, as well as the power of election. Subsequently to 1790, the principal had the power of removal as well as that of appointment, and now the power of removal rests with the principal and the committee of superintendence, which I mentioned before as chosen by the subscribers. The principal appoints, with the concurrence of two-thirds of the masters; he removes with the concurrence of two-thirds of the committee of subscribers.

118. What number does the Committee of Superintendence consist of?—I forget whether three or five.

119. Do you think the regulation just described, a judicious regulation?—Yes; the masters will be always anxious to get a good man to fill a vacancy, but might be too lenient towards an erring colleague. In fact it was the earnest wish of the masters themselves to be kept from the risk of being called upon to decree the expulsion of a colleague.

120. Do you think it generally applicable?—Yes: but in a great university, where a professor occupies a very high station in society, though I would retain the principle, perhaps it might require some modification. I thought most intensely for many years upon the subject of the best means of securing purity of election in literary institutions, and securing the expulsion of the bad without endangering the worthy; and this was the best plan I could devise.

121. Was the Academy founded for the Presbyterian body?—No; the idea was, that the college department should embrace the college education of the Presbyterian clergy as one of its objects, as that class of students being pretty numerous, would greatly assist in supporting the Academy. The college department became completely dormant about 1796; an attempt has been made to revive it within the last three or four years, and to induce the Presbyterian synods to recognize our college department, and permit such of their young men as might choose it, to receive their college education with us; but the synods have not yet consented to open the trade.

122. During the ten years, from 1785 to 1795, were the Presbyterian clergy educated there?—No; the college department was never fully formed, and they had not gone so far as to bring the question of its recognition before the synods.

123. Can you give the Committee an account of the organization of the several schools of which the Academy is composed. How many are there?—There are four principal schools recognized as such; namely, the classical school, the mathematical school, the writing school, and the English school. There are, besides, classes for the modern languages and drawing. At the head of each school is placed a master, who confines his attention to his own department, and receives the entire profit arising from it. At the head of the whole assemblage of schools is placed the principal, who is also master of the classical school. I do not mean to say that the office of principal is necessarily connected with the classical school. I conceive that any one of the masters might be principal; but hitherto it has always happened that the classical master has filled that situation. The classical master, the mathematical master, and the English master require always one assistant each, sometimes two.

124. What do you particularly understand by the word "school"?—A school consists of all the pupils who are studying a given range of subjects. All the pupils who want to learn English, for example, go to the English school; those who wish to learn Latin and Greek, go to the classical school; those who wish to learn penmanship, to the writing school; and those who wish to learn mathematics, arithmetic, book-keeping and geography, go to the mathematical school. There is also an infant school for the children of the upper and middle classes, which was established in connection with the Academy in 1829.

125. Are these schools all under the same roof?—They are all in the same range of buildings.

126. At what age do pupils generally enter the Academy?—We have had some

Rev. *R. J. Bryce*, LL.D.

1 July 1835.

boys entering the English school between the ages of seven and eight. I think we have had one or two boys under seven, but generally they enter about nine or ten; those who come from the infant school enter earlier.

127. Have you any intermediate school between the Infant school and the English school?—No; the children pass gradually from the one to the other, by going one part of the day to the higher classes of the infant school, and the other part of the day to the lower classes of the English school.

128. Is the Infant school carried so high as to form a link with the lower classes in the English school?—Yes; when a child can read with tolerable facility such a book as Mrs. Barbauld's Lessons, he is generally removed to the lower classes of the English school.

129. At what age do they generally leave the highest class in the Academy?—It varies very much, according to their destination; the highest class generally leave, I should say, from 15 to 20.

130. Then the Academy embraces the whole series of education, from the commencement of education to the moment when a boy is ready to enter the university?—Yes; the school department embraces so much; the higher classes, or college department, embraces a large portion of what is taught in universities.

131. Do you find such arrangement judicious, namely, comprising the whole education, from infancy to the time of entering the university, in the same establishment?—Yes, we find it answers exceedingly well.

132. What are the advantages of such a system?—The great advantage is that every parent can have for his child precisely what sort of education he pleases, without paying for anything he does not actually want; the fees are fixed, and the master of each school receives the entire of the fees of his own pupils. There is a small deduction for charges; that deduction is larger in the case of the infant school than in the case of any other.

133. Do the masters live in the house?—No; they have houses of their own; the principal alone has an official residence.

134. Do the boys live in the house?—Some of the boys board with the principal.

135. What number generally?—From 10 to 20; since I have been at the head of the academy 18 has been the largest number.

136. Do the students attend more than one school at a time?—Yes, they generally attend two or three schools at a time; sometimes four or five.

137. At what time do the several schools begin?—The classical meets from seven till eight in the morning, the mathematical from eight till nine; sometimes subsidiary classes of the classical school, for which room cannot be found in the regular hours of the day, meet also between eight and nine, but, generally speaking, we wish to keep that hour free, so as not to interfere with those classical pupils that may wish to go to other schools; then all the schools meet from ten till three, and the French, drawing and Spanish schools generally meet in the evening.

138. Have you always had a Spanish school, or only latterly?—It has been only latterly established, and there is not such a demand for the language as to keep up a class constantly.

139. Have you a French school regularly?—Regularly.

140. Do you find the system of schools a better arrangement than the system in which any one individual master conducts the whole of his class, from the first elements to the highest branches of science or literature?—Yes, I conceive it to be much better.

141. On what grounds?—I found this opinion partly upon the general principle of the division of labour; I do not think that, generally speaking, a man can ever reach very great eminence in any one department of science or literature, and yet possess a very minute acquaintance with many other departments. There are, of course, individual exceptions, in the case of persons of very uncommon talents, and self-denial and energy of mind; but we must here consider the bulk of mankind. On the other hand, a man that wishes to reach great superiority in any one department, must be accurately and extensively acquainted with the elements of many others.

142. Do you not think there is considerable advantage in the same master conducting his pupils from the early stages of their education to the more advanced ones, arising from the greater facility it affords to the teacher of obtaining a more ample and accurate knowledge of their mental and moral qualities, and the mode of instruction best adapted to these peculiarities of their character and intellect?—

Yes;

Yes; but I think in the first place, that this advantage is counterbalanced by the still greater arising from the application of the principle of the division of labour; and in the next place, any evil arising from a change of masters is greatly obviated, where all the masters understand one another upon the principles of education, and particularly when they are put in possession of those principles by a course of regular instruction in their art, and where there is a principal who has a right to regulate and control the whole.

143. You think it essential for the proper conduct of such a school, that the masters should follow as nearly as possible the same methods and modes of instruction?—Yes, provided those modes be right; and that they should be inspired with the same sentiments and views.

144. In choosing the teacher for any of these schools, or for schools in any institution similarly constituted, it would then be necessary that he should have previously become acquainted with the principles of the art of teaching which are pursued in that institution?—Certainly; at least it would be highly desirable.

145. Otherwise serious disadvantages would arise?—Yes, we have found great inconvenience in one or two instances; and, as far as I have had the selection of masters, I have been more guided in choosing a person by his native talents, and his knowledge of the principles of teaching, than by his attainments or reputation in general literature and science; for example, when the mathematical mastership was vacant by my promotion to the situation of principal, I appointed a near relative of my own who had been educated by myself; I did so, well knowing that I was exposing myself to a charge of nepotism, but I did it advisedly, knowing that I was doing the best thing for the Academy, and not fearing temporary clamour; because, though he was a very young man, I knew he was a person of great talent and energy, and thoroughly imbued with the principles of teaching; and the result has completely justified me; so that the few persons who were at first adverse, are perhaps those who now feel most obliged to me for the course I took.

146. As it might not always be easy to find a master so qualified, would it not be useful to institute a class for the express purpose of teaching the science and art of teaching in these several institutions?—Yes; and with that object I have given lectures in the Belfast Academy three or four times, on the science of teaching.

147. Besides those special advantages, does it tend generally to produce a greater harmony amongst the teachers in the particular seminary where such system is pursued?—It produces an uniformity in the principles, and it does not exclude that diversity in the details which is necessary for the striking out of new light, and for the adaptation of the general principles to each man's individual character.

148. Do you think the two modes just referred to, namely, the subdivision of labour amongst many teachers, each teaching some specific branch of science or literature, and an individual teacher conducting his pupils from the earliest to the latest period of education, might not be easily combined?—I think they might, to a certain extent, if there were a very large school; if, for example, one mathematical school was so large that the master could afford to pay two or three assistants, and if he could employ one assistant who should teach mathematics from the very beginning to the highest, another who should teach arithmetic, and another who should teach geography, in that case perhaps there might be an advantage; but that would be nothing else than following out the division of labour to the greatest extent; but to have the same man teaching mathematics and teaching Latin or Greek, is not desirable if it can be avoided.

149. Do not you think that the different branches of the same science, or the same portion of literature, very considerably illustrate each other, and that a combination of two branches of science, instead of being an objection, might very frequently be of advantage?—I would not, if I could help it, appoint any one to teach any department unless he were a man of sound general information; that is, unless he could teach very respectably any one of two or three other departments, then he would be able to make all the stores of his general knowledge bear upon his particular department; and there is one cause which in any extended system of education, where a large number of schools are spread over the country in different situations, would necessarily obviate the danger of such a division of labour as cramps the mind, and makes what Dugald Stewart has called literary artizans. Adam Smith, in laying down the principle of division of labour, has justly observed, that the division of labour is necessarily limited by the extent of the market: thus we see that in London, a jeweller and a watchmaker are totally distinct lines of business; but

Rev. *R. J. Bryce*, LL.D.

1 July 1835.

in a small town the same person would be jeweller and watchmaker, and perhaps something else besides, for example, an optician; in the same manner, in a large town like Belfast, we can afford to have this division of labour in a very complete manner; but in a small country town you cannot have so many different masters. The result is, that in a small country town you must have a teacher who is capable of teaching well a number of different things; still more is it necessary in a completely rural situation. Then if teaching were, as it ought to be, a distinct profession, a man of education would cheerfully enter it at a low point; he would become master of one of those country schools where he would have to teach every thing; he would distinguish himself as a teacher, and would in due time be taken to a higher school, where his attention would be more confined to one branch, but still be tolerably extensive; then he would move up by degrees to a higher school still, in which the division of labour would be complete, and here the results of his former practice in teaching different branches, would be brought to bear upon the particular department he was now to teach. It has occurred to me to add, that what I have said of a teacher having his attention more confined as he rises in his profession, is not theoretical; it is exactly what happened in my own case. I first began to teach at the age of 16, in the family of a friend and neighbour of my father's, and I had of course to teach everything that I knew, and some things that I knew very imperfectly. By those means my attention was given to the mode of teaching, and I was led to obtain an accurate knowledge of the elements of a number of different subjects. When I was about 22 or 23, I abandoned the profession of medicine for that of teaching, partly from taste and partly from calculation, and entered into partnership with a clergyman of my acquaintance, in a private school, where my attention was more confined to classics and mathematics, my partner taking the greater part, though not the whole, of the more elementary department. In about a year and a half afterwards I became solé proprietor of the school, and in little more than another year I was chosen to the mathematical school in the Belfast Academy, where my attention was entirely taken up with mathematics, geography, arithmetic and book-keeping, except that I was also to teach a class of Hebrew, so that I did not give up my philological business altogether; but the mathematical school soon increased so much, that its business became quite enough for me, and I felt the daily transition from the department of languages to the department of abstract science becoming painful, and though I am sure that the having practised teaching a number of different things enabled me to teach any one a great deal better, I at the same time feel, that, especially when my pupils were numerous, and therefore afforded a greater variety in age, talent, disposition and state of progress, I could not teach languages so well when I was occupied with mathematics, or mathematics so well when I was occupied with languages, even though at the time when I passed out of the classical into the mathematical department, and out of the mathematical into the classical again, it was quite indifferent to me which one of the two departments I should take.

150. What are the numbers in the Academy?—The numbers are generally about 150.

151. Have you any further information to communicate with respect to the organization of the Academy?—Yes; I may mention that each master has the management of his own school, subject to the superintendence of the principal; the principal has a right to interfere, and if the master resists, the principal has a right to pronounce positively on what shall be done; but I do not think it has ever been necessary, more than once or twice, during my incumbency, to go farther than to suggest an alteration if anything has been going wrong. Each master has the entire government of his own school in the first instance; and if there is any complaint, either with regard to the teaching or the exercise of discipline, against a master or his assistant, either from another master or from one of the parents, this complaint comes before the principal, who takes an opportunity of mentioning it privately to the accused, in the most delicate and courteous way possible, as to a person, who though officially subordinate to him, is entitled by education and standing to be treated like a gentleman and an equal. If the complaint be unfounded, the master has an opportunity of explaining; if it be just, the principal generally succeeds in putting all to rights without any unpleasant exposure. Subject to this gentle but effective control, each master has his own school completely at his own disposal, and he assigns to his assistant or assistants the classes in the school which they are to teach, and we find it always preferable to have an assistant employed in teaching a particular

a particular class, and to allow him to carry on that class constantly, instead of changing, by taking one day the assistant and another day the master; we find the better way is to give the assistant the charge of the class permanently, and that the master should hear it at intervals. The income of the master depends entirely upon the fees of his pupils, and consequently he is very anxious that the progress of the pupils should give satisfaction to the parents. In short, the assistants are responsible to the masters, the masters to the principal, and the principal to the public.

Rev. *R. J. Bryce*, LL.D.

1 July 1835.

Lunæ, 6° die Julii, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

The Rev. *Thomas Dix Hincks*, LL.D. called in; and Examined.

Rev. *T. D. Hincks*, LL.D.

6 July 1835.

152. WHAT is the situation you hold in the Academical Institution of Belfast?—I hold two situations; one belonging to each department. I am head-master of the classical school, in the school department; and professor of Hebrew in the college department.

153. How long have you held those situations?—The former since June 1821, and the latter since June 1822.

154. Previous to that period, in what part of Ireland did you reside?—I resided immediately before that period at Fermoy, in the county of Cork. I was resident between six and seven years at Fermoy, and previously to that about 25 years in the city of Cork.

155. Were you occupied at Fermoy and in the city of Cork in teaching?—In both; I commenced teaching within six months after my arrival at Cork, in the year 1790.

156. In an academy or elementary school?—In both; they were schools for the middle and higher classes.

157. What was the grade of education in those schools?—The course took in the whole range of school education; it commenced in some instances with the elements of the English language, spelling, reading and writing; but the greater number of pupils were learning the Greek and Latin languages. I instructed them also in mathematics and geography, history, and in as many other branches of useful knowledge as circumstances would permit. From the first, I was anxious to introduce a greater variety of subjects than had been usual, when I thought them calculated either to improve the faculties, or lay a foundation of useful practical knowledge for after-life.

158. Into how many classes was your school in Cork divided?—That I cannot recollect: I had at first only 12 pupils on higher terms than schools in general, and afterwards at a later period these were increased to 20 pupils; but I never had a large grammar school in Cork, and the number of classes, of course, depended upon a variety of circumstances over which I had no control.

159. Are you acquainted with the course of education pursued in the Diocesan and Royal schools in Ireland?—I have had no means of knowing it practically: I never was connected with any of them in any way; nor have I had peculiar opportunities of becoming acquainted with them. My knowledge has been derived from the Reports of the Commissioners of Education and from rumour.

160. Have you been acquainted with any of the pupils educated in these schools?—Yes, with a few, but not from the most eminent schools; and I think, on the whole, they were fair classical scholars. I consider most of these schools as sufficiently respectable, but all our schools are capable of very great improvement.

161. Is scientific instruction generally communicated in these schools?—I do not think it was formerly, but I am sure it is at present.

[*The witness delivered in the following paper:*]

EXTRACT of a Letter from the Rev. *Thomas Hincks*, Belfast, respecting the School of *Armagh* and other Schools.

"I FIND from him (Mr. Mason Mulligan, assistant of Dr. Millar, in Armagh School,) that at Armagh the course is very complete. In classics, Trinity College entrance course, including the Odes and Ars Poetica of Horace, three or four Greek plays, generally the Hecuba, Medea and Orestes of Euripides, and a play of Sophocles, the Greek Anthologia, the Romani Scriptores, as at Eton, a theological work De Fide Christiana, &c.; a good deal of attention is paid to Latin and Greek composition, in prose and verse, particularly the latter, the pupils being obliged to furnish themes weekly, in hexameter, elegiac, Sapphic or Alcaic verse,

Rev. *T. D Hincks*, LL.D.

6 July 1835.

verse, according to proficiency. The prosody embraces Alvary, Doëring on Horatian metres, M'Caul on those of Terence, and Seale and M'Caul on the scansion of the Choral Odes in the Greek drama; in mathematics, the elements of Euclid, algebra and trigonometry are taught, and sometimes the elements of the Calculus. In Hebrew, the pupils are confined to the grammar and first eight Psalms. In English education, writing, arithmetic, history and geography are not neglected. There is also a class in French and Italian. The entire school is divided into six classes or forms, the two higher are in charge of Dr. Miller and Mr. Mulligan.

"I heard a very favourable report of Dungannon, but could not get into the detail. I have no doubt, however, that considerable attention is paid to science as well as classics.

"In the Diocesan School at Ballymena, mathematics and logic are taught, and I believe it ranks very fairly."

"Course in the *Belfast* School of the Royal Institution.

"Ruddiman's Latin Grammar (Knox's edition); Ellis's Ciceronian Exercises, commenced early, as an illustration of grammar; translation early begun in Valpy's Delectus Sententiarum, or L'Homond's Epitome Sacræ Historiæ.

"After much exercise in these books, Cæsar or Sallust is previously explained by the teacher, and then examined upon, till the pupil is able to prepare a lesson, which he generally is towards the end of his first year, if he have previously acquired an adequate knowledge of English, and is allowed to attend the classical school three hours in the day. Ancient geography and history, and exercises are attended to; pupils afterwards read Virgil, Horace, Juvenal, Terence in verse (at least the parts appointed for entrance into T. C. D., but frequently much more); three first books of Livy, Cicero de Officiis and sometimes the De Senectute and Amicitia, &c.

"After Ellis's Exercises, Valpy's Elegantiæ Latinæ, or Kenrick's Exercises to Zumpt are used for letter composition. Archd. Butler's Ancient Maps, Adam's Roman Antiquities, Keightley's Mythology and like works, are constantly referred to.

"For Greek, a grammar, exercise book and Delectus Sententiarum, prepared by myself and corresponding with one another, are made use of, and are generally commenced at the end of the first year, sometimes sooner (when the pupil spends the whole day at classics, and is anxious to get forward). Afterwards we read Xenophon's Cyropædia (three first books), Walker's Selections from Lucian, Homer, often the whole of the Iliad, though some only six or eight books; a play or two of Sophocles or Euripides, the Greek Testament, (*i. e.* the Gospels and Acts); frequently also, a book of Herodotus, when we can get one printed separately. Attention is paid to the accents, metres, dialects, and to different modes of illustration.

"Boys properly prepared, and giving the whole day, require only two or three years for the commencement of Latin grammar."

162. Are you acquainted with any other description of public schools in Ireland?—There are, besides the Royal and Diocesan schools, a great many schools on Erasmus Smith's foundation, and schools founded by individuals, as the Lismore, Bandon, Middleton and other schools. I think generally there is a greater equality observable in the character and amount of instruction among the classical schools in Ireland, than amongst those of a similar grade in England. I have had pupils from both, and I have had opportunities of hearing of both, and the impression upon my mind generally is, that though the Irish schools in no instance attain to the excellence of the great classical schools in England, on the other hand they do not sink so low as many of their private classical schools: the pupils I have had from the English schools were by no means so well prepared as those which I have had from the Irish.

163. From what class of schools were these pupils taken?—Chiefly from private schools, not from the great schools.

164. Can you point out any instances of the inferiority you speak of?—I have had a pupil who, after staying at a private class kept by a clergyman of the Established Church, and a member of one of the universities for some years, returned to Ireland totally unfit for entrance in Dublin College, and was obliged to take a tutor in Ireland to qualify him for that purpose. There are in England, I should suppose, many such inferior schools kept by persons not regularly educated. But the greater number of schools are schools of which there are a very great number in England, kept by persons not professional.

165. Have you had any pupils from the public schools?—Not from any of the great public schools in England.

166. Have you had any from the grammar schools of England?—Not any of the great grammar schools, such as Shrewsbury School, Richmond School, or Manchester School. I do not think it likely that pupils from those schools would afterwards come to Ireland for instruction.

167. Have

Rev. *T. D. Hincks*, LL.D.

6 July 1835.

167. Have you found in the Irish schools the quantity and quality of instruction, generally speaking, superior to what is given in the English schools?—Yes, so far as Latin and Greek were concerned; but it must be kept in mind that I do not speak of the higher class of schools in England. There are better and worse schools in England than any in Ireland.

168. What is the course generally pursued in teaching Latin in the Irish schools?—The elementary part varies very much; in some schools the pupils still use very old grammars, in others Valpy's or the Eton Grammar, has been introduced. The Eton Grammar is much used in the better schools in the north of Ireland; however the Scotch grammars, especially Ruddiman's, are preferred.

169. Do you find that the Latin grammars of the German schools are much in use?—No, I scarcely know of any instance of the use of the German grammars, wholly such; I myself prepared a Greek grammar, founded on the German grammars, and on a French grammar (that of Bourneuf).

170. Is that grammar adopted generally?—I do not think it is; the bookseller who purchased it has found it necessary to reprint a third edition, but I do not think the editions he prints are large; I believe it is used in the Middleton School, but I speak doubtfully.

171. Do you find in general that they attend much to grammar and to philology in the study of the Latin language in Ireland?—I think the pupils attend to it so far as to make themselves generally acquainted with the more common rules, but I do not think they apply much to the minutiæ or niceties of grammar; or that it is so well taught as if we had in common use such a grammar as Zumpt's.

172. Is Zumpt's Grammar used at all?—In the schools I do not think it is; I should have introduced the abridgment of it in the school department of our institution, but for difficulties arising from the expense. The parents of our pupils, and I may say parents in general in Ireland, are very unwilling to go to the expense of good books, we consequently want assistance in getting such books printed cheaply; I do not indeed know of anything more required for the improvement of public instruction in Ireland than the facility of procuring good text-books at a low rate.

173. Do you apply that remark to books for the lower departments only, or to books for the higher as well as lower?—To books for the higher departments of education especially. The Kildare-street Society and the present Board of Education have already printed many useful books for elementary schools.

174. Do you not think that many of these works, which are now too expensive, might by a little arrangement and a little abridgment be rendered accessible to almost every class?—I am sure they might, for there is an unnecessarily high price laid on school books, for the size, in consequence of their confined circulation; they might be printed and sold at a much lower and yet remunerating rate, if there were an agreement entered into amongst masters for the adoption of particular books.

175. Do you think that on the part of the masters themselves there is a considerable unwillingness to adopt new methods of instruction and new text-books?—I am afraid there is in many.

176. How would you propose to obviate that reluctance?—By giving as much publicity as possible to the system of those schools where an improved practice is adopted, so as to excite attention and emulation amongst masters.

177. Do you think that abridgments of these foreign grammars, if undertaken by competent hands under the authority of Government, would have a sufficiently wide circulation among schools, without any necessity of Government aid in the printing or the publishing?—Were their adoption obligatory in schools; I do not otherwise. The present Bishop of London prepared an abridgment of Matthiæ's Grammar, which has gone through several editions in England, and I do not find that it has yet got into much circulation in Ireland.

178. Is it not still too expensive a work?—Not very expensive; I should, however, prefer an abridgment of Buttman's Grammar; it seems to me the best adapted to general practical purposes.

179. Can you suggest any mode by which those foreign works could be introduced into general use in the Irish schools?—I am not prepared to say how that could be effected.

180. If premiums were offered for the composition or condensation of such books by the Board of Education, would that have any effect?—It would lead to

Rev. *T. D. Hincks*, LL.D.

6 July 1835.

the preparation of books, but whether it would lead to the use of them I cannot tell.

181. Is not more difficulty to be apprehended from the opposition of masters, than in any inconvenience which might arise from the adoption of the works themselves?—Perhaps so; but that opposition would not be lessened by a master, or a gentleman not a master, preparing a book and being rewarded for it, unless there was some inducement to other masters to adopt it.

182. You think that the grammatical study of the Latin language in Ireland is rather low, and principally owing to the want of proper books and proper courses of study?—Yes; and I farther think that the mode of examination for entrance at Dublin College has a tendency to cause the learning of books rather than of the language.

183. In teaching Latin, do you find that teachers generally pay much attention to the etymology, and the peculiar character of style of the particular writer they are reading?—I have not found, to judge from the pupils I have had from other schools, that much attention has been directed to those subjects; but these pupils, I must repeat, have not been from the better schools. I have endeavoured to attend to them in my own instance.

184. In reading Latin, with what writer does the teacher generally commence in the Irish schools; with selections from many, or with some single writer?—I think Valpy's Delectus is a good deal used; in some places, the Epitome of Sacred History, introduced from France.

185. Do you approve of learning a language in selections, or extracts from classical writers?—No; I should be more inclined to use a single work, beginning from the commencement and reading to the end.

186. On what grounds do you prefer a single classical author to a selection from various writers?—I think there is more likelihood of attaining a correct knowledge of the language in that way, and forming a correct style. With regard to Valpy's Delectus, I must, however, say, that though there is too great a mixture of verse and prose, it is generally taken from good writers, which is not the case in many other selections.

187. Do you think, in learning the Latin language, it would be advisable to read the classics as much as possible in chronological order?—No; I should prefer confining the pupil to the period at which the language attained its perfection. I do not think, for instance, that with young pupils it would be judicious to read the early Latin writers; I should rather restrict them to Cicero, and to the writers of the Augustan age.

188. Do you find that Latin composition is much practised in the Irish schools?—They attend to composition; that is, Latin exercises are gone through in many schools, but I think they often use badly compiled exercise books; books from which they could learn little. I am afraid also, that the manner in which Latin exercises are generally written, is such as does not tend to form a good Latin style.

189. Why so?—If the pupils adopt vulgarisms or unclassical expressions, these are impressed upon the mind much more forcibly than the pure or correct phrase; and unless the teachers use an exercise book which is exclusively taken from a good classical writer, and endeavour to approach as near to Ascham's plan as they can, there is great danger of the pupils forming a style both very erroneous and corrupt; I should consider Ascham's plan decidedly the best.

190. Have you tried it yourself in teaching?—Upon a very limited scale, because I found it to require more time than could be spared; but to come to it as near as possible, I have been in the habit of using Ellis's Exercise Book, compiled from Cicero, with a Key containing the exact language of Cicero, for the master to refer to in teaching. I myself took a good deal of trouble in preparing this Key; and Mr. Tate, of Richmond, told me, when we became acquainted a long time after, that he had used it with his pupils in continuation of the Eton Syntax, and an illustration of the rules.

191. Are you aware that there is a large dictionary, the Lexicon Ciceronianium, of Nizolius, formerly much used in the Jesuits' schools, so much celebrated for the classical purity of their Latin composition, precisely upon that plan?—Yes, I have got it; it is a very proper work to have in a school library, but pupils could not be expected to get such a work as that, nor would it at all answer the purpose of the Key to Ellis.

192. Are you of opinion that in Latin composition the student should not be allowed

allowed to choose, *ad libitum*, his style of composition from any writer he pleased? —I should prefer confining him to one or two approved writers.

193–4. Do you approve of speaking Latin in schools?—I am afraid that as it would be spoken, unless there were some practical end to be answered, it would be quite useless. It is required in some degree at present, in consequence of the fellowship examinations in Dublin College being still held in it; but that will probably be of short continuance. It is now given up in all the other examinations, and unless there were some such immediate advantage of a practical nature, I should think the injury from the chance of speaking bad Latin would fully counterbalance any benefit that might possibly result from the greater facility in acquiring words which such practice might confer.

195. Have you found in the Irish schools sufficient attention paid, in teaching the classics, to the geography, history, archæology, habits, character, arts, literature, and other particulars connected with a due understanding of the authors, read in the course?—I should suppose in the better schools there is a good deal of attention paid to these particulars, and this attention it is presumed will increase in proportion to the increased attention required to them in college; but the generality of lads educated by country schoolmasters are exceedingly deficient in all these points.

196. You think the course prescribed by the University, and the mode adopted in pursuing it, necessarily influence, to a great degree, the course and method of classical instruction pursued in the Irish Academies and Colleges?—Yes, throughout all Ireland.

197. The University course is thus made the criterion of all our classical education?—That is the criterion; the preparation for Maynooth and the Presbyterian course both vary in slight particulars from the Dublin College course, but both are usually made to yield to the Dublin College course.

198. Would it not then be one of the bestmeans that could be adopted for improving the course of classical education in Ireland in the Academies and Colleges, to raise the standard of classical instruction in the University?—Certainly.

199. Do you think it is susceptible of great improvement?—There has been a spirit of improvement manifest in every department, which I think will lead to further changes; but still the great danger is lest men in such situations should continue careless. I have heard of an expression of a gentleman with regard to the adoption of a new book, not a little illustrative of this feeling; he objected to the introduction of the proposed author, with the observation, that the one in use would do well enough and last his time.

200. What alterations would you consider desirable in the University course, in order to raise and enlarge the course pursued in other institutions?—I think if they presented good elementary books, and examined in these earlier works as well as in the higher ones, in the rudiments as well as the more advanced branches, it would have a good effect on the character and amount of the pupil's previous study. It is a strange practice to appoint books to be read thoroughly for entrance, and still to make those same books part of the University course afterwards. A boy, for example, is required to be well acquainted with Horace before he enters Dublin College at all; he has thus two examinations in Horace in his under-graduate course. I think they should either defer the book altogether till the pupil has entered college, or if it is to be made a portion of the entrance examination, it should not be required later.

201. Do not they do so practically? They do not examine in the Odes at entrance?—The Odes ought to be learned at school, on account of the metres, or at least a selection from them; but I merely mention Horace as one example amongst many. I think that having the same books for entrance, and also for subsequent examination, is very undesirable, especially as writers who deserve attention are thus neglected, especially Cæsar and Ovid; Juvenal is one of the examination books at entrance, and it forms a portion of the University courses afterwards. Two plays of Terence are required at entrance, and these two plays, with the remaining ones, are read in the course. If these were omitted at school, and portions of the authors just mentioned, and of Cicero substituted, I should think it far preferable, both in reference to the pupil and the language.

202. Do you think the study of the classical literature of Greece and Rome should be accompanied by information relative to the arts, and illustrated by occasional references to ancient gems, casts from the antique, engravings, and architectural models?—I think so. At the time I had an opportunity of pursuing my own plans,

Rev. *T. D. Hincks*, LL.D.

6 July 1835.

plans, I purchased a large collection of Tassie's gems, for the purpose of illustrating the classics; and I derived considerable assistance from Mr. Hope's Costume of the Ancients, and Keightley's Mythology.

203. Would you be inclined to say that too much stress is laid upon the classics in the University course, to the injury of other branches of science, such as experimental and theoretic science, natural philosophy and history, mathematics and general information connected with the literature and history of our own and other countries?—I do not know whether the scientific part does not take precedence of classics in the University. Classics do not form a very prominent subject there; but I think in the schools they form too prominent a part. An examination at entrance in elementary parts of science, as well as in classics, would be extremely desirable.

204. How far does the scientific instruction of the schools that prepare for the University generally extend?—I refer to the course at Armagh School, and others may go as far.

205-6. Do they teach any portion of natural philosophy or of natural history?—In some schools they do; but I fear not as often or to as great extent as would be desirable. At Belfast the number who learn them is not as great as I should have expected, but it is increasing.

207. Do any of the schools teach mensuration?—There are schools that teach mensuration.

208. Do any of the classical schools teach mensuration?—I find that trignonometry, algebra, and sometimes the elements of the Calculus, are taught in Armagh School, and probably at Dungannon; but I believe that in the classical schools generally the instruction is limited to Euclid's Elements.

209. You are not aware that in any of those schools any portion of the physical sciences are taught?—No.

210. Do you attribute that circumstance to indisposition on the part of the parents, or to the negligence of the masters?—I think that if the masters were inclined they might do more; but in many instances the master would be so inclined if there were a little more encouragement on the part of parents and of the public. There is great difficulty in procuring the means of illustrating these subjects; often it is attended with heavy expense, and the masters are not willing, or perhaps able, to incur it. It was a subject of great anxiety with me at one time; I was most desirous that in the royal schools, where the endowments were large, part of their funds should be appropriated to the procuring some kind of scientific apparatus, and of other requisites necessary for the illustration of the elementary principles of science in schools.

211. You have had opportunities of judging of the intelligence and dispositions of the middle classes in Ireland; do you think that if opportunities were given them for scientific study, they would willingly embrace them?—I am sure of it. In Cork, at the time when I had very high terms for day pupils, and introduced that class of instruction, many shopkeepers and persons in situations of life that I should have supposed would have prevented them from incurring the expense of four guineas a quarter for a day pupil, applied, and were amongst the most eager to obtain admission for their sons. I had a very good opportunity of knowing that in the city of Cork, at least, there was a very strong disposition on the part of the middle classes to acquire such information.

212. Do you find in the lower schools of Ireland that very often the pupils are taught even the higher branches of mathematics?—I have known instances of very considerable advance in science, especially in mathematics, in the very lowest schools. I have known persons procuring scientific books, and apparently able to make use of those books, who were in very great poverty, in the south of Ireland especially. I think there is much more of such taste for scientific acquirements in the south than in the north.

213. What description of education do you consider most useful to the middle classes?—Certainly a general scientific education.

214. Are you aware that, in making an ordnance survey in Ireland, great facility existed in finding competent persons to assist the surveyors at ordinary labourers' wages?—I have not heard the circumstance before; but from what I saw of the country people in the south of Ireland, and the desire of knowledge amongst them, I am not at all surprised at the circumstance; there were a great many of the hedge schools, where there was given a great deal of scientific instruction.

27

215. Are you aware that two of the most distinguished mathematicians now in Cambridge, rose, by the strength of their scientific powers, from the lower class of the inhabitants of Ireland?—No, I was not aware of the circumstance.

Rev. *T. D. Hincks* LL.D.

6 July 1835.

216. You say that you find a general disposition to engage in the mathematical studies; do you find an equal desire to engage in any of the various branches of natural history, such as mineralogy, geology, zoology, &c. &c.?—I think so, wherever an opportunity is afforded; and in the north not less than in the south.

217. Do you find, in general, that the north is more advanced in those studies than the south?—I do not think so; I think the higher and middle classes in the south have more inclination for education; the gentry in general are better educated than in the north.

218. What is your opinion of the intellectual progress and dispositions of the west of Ireland? Are you aware that in the town of Galway there is scarcely a bookseller's shop?—I have heard that, but I am not acquainted with the west.

219. Are you aware that the same is the case in the town of Ennis, the capital of the county of Clare?—No, I was not aware of that; I speak chiefly of the counties of Cork and Waterford; in the county of Cork, I think, generally, the gentry are most anxious for the education of their children.

220. Are you aware that in the whole county of Leitrim there is not a single bookseller's shop?—I am sure that in many parts of Ireland there is great want of them.

221. But notwithstanding this want, is not education very generally diffused among the common people, so far as regards reading and writing?—I think very much so.

222. Out of 100 persons, taken from the south of Ireland, can you form any estimate of the proportion who can read and write?—No, I could not; I am sure, however, there is still room for much to be done.

223. Do you think the institutions of the north of Ireland have produced all the effect which might be expected from them, if they have not succeeded in diffusing education amongst the middle and upper classes?—I think that the number who are educated in the north of Ireland has arisen very much from the better opportunities given, and from the anxiety of the farmers in the country to bring forward their children for the ministry. I think, for instance, that our schools in Belfast would not be supplied, if it were not for the candidates for the ministry amongst the Presbyterians; there is a great proportion of Presbyterians to the gross mass of the population, and in many instances the farmers are anxious to have at least one son brought up either for the ministry of that or for medicine, and that leads to the schools being more crowded than they otherwise would be.

224. If they had not the facilities which the institutions of Belfast afford, do you think that the north of Ireland would be considerably under the general average of instruction that exists in the south?—I am inclined to think that it would. I know that in Belfast, for instance, there were very few classical pupils till after the establishment of the institution. There was a very good classical school, but the number of day pupils was, I have heard, small; the pupils were chiefly boarders from a distance; very few inhabitants of Belfast sent their sons to school for a classical education.

225. Has not there been a great extension of scientific study amongst the middle classes in the north of Ireland, since the establishment of these institutions?—Yes, and I think it may be attributed in a great measure to those institutions. It is a striking fact, that about eight or nine young men in business, mostly mercantile men and shopkeepers, began about 14 years ago a natural history society; they went on from step to step till they have now got a respectable building, which cost in the erecting from 1,500 *l.* to 2,000 *l.*, and they collect audiences on their public nights very often of from 150 to 200 persons.

226. Do you attribute this change to the Belfast Institution singly?—I think it is in a great measure to be attributed to it, as the founders of this society were educated in it.

227. Do you think if similar institutions were established in other parts of Ireland, results as great, or still greater might reasonably be hoped for?—Yes; the Mechanics' Institution in Cork is a particularly flourishing one, and its school is I am told going on very well, which I think may be considered as a direct result of the Cork Institution.

228. Do you think that a great central institution, such as the Belfast Institution, is more beneficial than a number of minor ones on somewhat the same principle,

Rev. *T. D. Hincks*, LL.D.

6 July 1835.

scattered up and down the country?—I should think that with regard to the school department, a number of them would be better; I think the more education is brought home to the pupil's door the better; but with regard to collegiate education, I should think that one college for a province would be quite ample. With high schools or academies the case is different; I think they ought to be much more numerous, and they are so. There are a number of schools of this description which might be enlarged to secondary colleges or academies, in the north of Ireland especially. There is a large establishment at Derry, to which a master has been lately appointed, and the Commissioners have made a very considerable improvement, in preventing those schools from being held in conjunction with livings, which they were formerly. The school at Dungannon, I understand, is also conducted with a great deal of spirit and ability. The course of instruction at Armagh School I have already referred to. Several of the southern schools also rank very high; and with little pains both might be made applicable to an extensive and practical course of academical instruction.

229. Are you acquainted with any private schools that have reached the same standard of instruction as those public schools?—There are a few; I was surprised at the small number when I came to look at the Report of the Commissioners. I had an object in finding out what schools there were, and I was surprised to find how few there were of a higher class in the country.

230. Have you any opportunity of judging of the course of instruction given in these private schools?—I think in general they aim at the same course as in the public ones.

231. Do you think them generally superior or inferior?—It varies in different places; I can hardly say whether they are generally better or generally worse; I do not think there is any very great difference.

232. If it were a question how we should direct public encouragemet , in which way would you recommend it should be directed; to the formation of one general academical institution for a province, or in establishing or aiding several smaller ones, taking into consideration the greater facility which the concentration of resources would give to the larger institution for the study and exemplification of science?—I should think that for providing education before going to college it would be better to have a number distributed over the country.

233. You think a good academical education ought to placed within the reach of the son of every farmer and shopkeeper in the country?—Yes; I would give them as much facility of obtaining a high description of practical knowledge, applicable to their particular wants, as possible.

234. What would you consider the most desirable course of instruction for that class of persons, with a view to their future pursuits in life?—The English language, writing and arithmetic of course; and after that, I should think as much general knowledge of the arts and sciences, directed to their particular position and duties in society, as could be given, if they have no special professional objects in view.

235. In what way do you think that the Legislature or the Government should interpose to assist in the erection of academies so placed that this description of education should be within the reach of every one of the middle classes throughout Ireland?—I conceive that there are not many parts of Ireland in which there would be occasion to go to a great deal of expense; but that perhaps erecting the buildings and giving the land would be sufficient, and then persons would be found qualified and willing to undertake the office of teacher for the advantage of having a house and the usual fees.

236. Would you suggest the foundation of lectureships?—Yes; in the collegiate establishments, but not in the secondary schools.

237. Not in the County Academies?—Not in the county academies. I think that masters might occasionally teach by lectures; cases would occur in which they would be induced to do so.

238. Would you require that lectureships should be appointed and endowed by Government specifically for different departments?—No.

239. Would you connect with those schools any portion of land for agricultural instruction in the more agricultural districts?—It might be found advantageous; but I have not had an opportunity of knowing the success of the Agricultural School in the county of Derry, established by the North Western Society, so as to enable me to pronounce upon its practical utility or probability of success.

240. What number of scholars would you contemplate as likely to belong to

one of those county establishments, the terms being such as to place the education given therein fully within reach of the middle classes?— If that were really effected, you would have a considerable number of pupils.

241. Two or three hundred?—I should think so, in a county establishment.

242. What amount of endowment do you think would be requisite to provide for the establishment and maintenance of such a school?—I am not acquainted with the expense of building.

243. The question refers to the permanent maintenance of the school, as well as to the erection of the buildings?—I should suppose a very moderate endowment would be quite sufficient.

244. Would you think 400 *l.* a year, exclusive of all cost of building?—I should think that would be more than requisite.

245. Do you see any objection to the parties entrusted with the power of local taxation, providing, by assessment, a certain portion of the amount of such endowment?—No; I do not see any objection, but I have not considered the subject.

246-7. You stated that you have been a long time connected with the institution of Belfast; can you give to the Committee an outline of the circumstances which led to its establishment, and to the present organization of the school?—I was not in Belfast at the origin of the institution, and have never considered it necessary to inquire. I do not wish to state the imperfect and perhaps incorrect information I have received, but I believe it originated about 1807. In 1810 they got an Act of Incorporation, having previously raised a large sum of money, and they then commenced their buildings, and I think it was in 1813 that they opened the schools.

248. Has there been any alteration in the arrangements of the schools since the period of their foundation?—In a small degree. When the board of managers had established the schools, they began to turn their attention to the formation of a college, and the Presbyterian synods in the north of Ireland agreed to receive the certificates of the professors of Belfast, in lieu of a degree of Master of Arts which they had before required from Glasgow, and on that occasion the professors were formed into a faculty, which faculty was to decide to whom the certificate should be given, and to sign it; and they had the power of having the seal of the corporation affixed to the certificate; and at the same time the managers formed the masters into a board of masters; and in both, the office of president was changeable every year, all the masters and professors, according to seniority of appointment, taking the office of president in rotation.

249. What is the actual organization of the school and of the college departments, respectively, with regard to classes?—There is an English school, in which geography is now taught, for which there was formerly a distinct charge. There is a writing school, a commercial school as it may be called; that is, where instruction is communicated in arithmetic and mathematics, in the different branches both of geometry and algebra, and even in the higher mathematics, and in which lectures on natural philosophy and chemistry are also given. I observed, that at the last examination there was a class in chemistry, and in other branches of natural philosophy; all of which form part of the business of the mathematical school.

250. To what extent do the students advance in the study of mathematics?—To the study of the Calculus, and the higher mathematics.

251. What are the writers used for that purpose?— The works of Dr. Thomson on Euclid and Trigonometry, and on the Calculus, and Bonnycastle's Algebra, are principally used in the school.

252. What number of masters are there in the school?—Six head masters. There is a French and Italian school, and a drawing school, including architectural drawing, which has been attended very much by young persons intended for civil engineers.

253. Does Drawing form a general portion of education?—The drawing master is one of the board of masters, but there are few boys comparatively that learn drawing. This arises from the expense: I do not know how it is to be remedied; but I conceive that it is one of the defects of our plan, that the boys do not learn what is for their benefit, but what their parents can afford, or are willing to pay for; and they often choose, I think, with bad judgment for the children themselves. Boys are often suffered to remain too long in one particular school, when it would be more advantageous to them to attend various schools: how it can be obviated it is difficult to say; it must be left to the decision of the parents.

254. Do you think this arrangement on the part of the parents arises in any way

Rev. T. D. Hincks, LL.D.

6 July 1835.

from being offered by the institution separate schools and separate charges?—I am sure it arises from our having separate charges. I think there is great advantage in having separate schools, but I should be glad that there should not be separate charges.

255. Do you think it should be required that every boy who enters the school should pass through a regularly prescribed course?—I think that they should go through a regular course, so that all the necessary branches of knowledge should be comprised in their education; reference, however, being had to the more particular intentions of the parent for his child.

256. Do you think that such arrangement would tend to diminish the number of pupils?—I am afraid it would.

257. Would it increase the average expense of the pupil?—It would necessarily increase the average expenses.

258. You have stated that you are the head-master in the Classical school; how many assistant masters are there?—There are three assistants in the classical school, and sometimes four; and there are generally three in the English school, two in the mathematical, and one in the writing school.

259. What is the present number of pupils in the whole of the schools?—At the last enumeration about 250.

260. Independently of the College?—Yes; it sometimes happens, however, that some in the college classes are included in that number. It often occurs that we have the same individuals attending classes in the college and classes in the school department.

261. Have you an Infant school attached to the institution?—We have no infant school as yet.

262. Is it in contemplation to found one?—Not to my knowledge; but I have no hesitation in saying that I think it would be useful.

John Claudius Beresford, Esq., General Agent of the Honourable Irish Society, called in; and Examined.

John C. Beresford, Esq.

263. YOU are acquainted with the schools of Londonderry?—Yes.

264. What are the principal public schools of Londonderry?—I do not consider that there is any public school but one; there are many schools for day scholars in the town, but there is one large public school which is commonly called the Free School, or Diocesan School.

265. In what capacity are you connected with it?—I am treasurer to it, under an Act of Parliament, as the general agent of the Irish Society.

266. In what year was the present school built?—It began to be built in 1809, but it was not inhabited till about 1814.

267. Why was it found necessary to have an Act of Parliament; does not the law of Elizabeth give sufficient powers for such purposes?—I do not know any reason for it.

268. The ground given in the report for the application for the Act of Parliament was a wish to change the situation?—That was the ostensible ground of it; I believe they wished to sell the ground upon which the school stood, to raise the expense of the new one.

269. What was the cost of the school?—About 14,000 *l.*

270. Is that thought to be a large sum for the building?—It was not economically laid out; they could have built it for a smaller sum.

271. Is the building a good one?—It is a good one, but it is a great deal of money for it.

272. What is the extent of it?—I cannot state that, but there is accommodation for 80 boarders, and teaching room for about as many more day scholars.

273. From whom did these funds proceed?—Partly by subscription, from the London Companies, partly from the Irish Society, partly from the Bishop of Derry, and 2,000 *l.* from the Grand Jury.

274. What portion came from the Bishop of Derry?—The Bishop of Derry gave 1,000 *l.* in the beginning, and I think afterwards he gave something more; and the Corporation of Derry gave an annual sum for some time, till their own necessities prevented them from continuing it.

275. Did the Bishop of Derry give that sum as a private subscription, or as a sum which he was bound to give as the bishop of the diocese?—Entirely from his own private feelings of generosity.

276. Not

276. Not recognizing the law of Elizabeth?—I am not acquainted with the law of Elizabeth, but he gave it from his own voluntary view; I am certain that he did not consider there was any obligation.

277. Did the Grand Jury consider themselves obliged to contribute?—No; the impression of the grand jury rather was that they were overstretching the law in what they did; I know it was the general opinion at the time.

278. Under whose superintendence was the money laid out?—There was a man of the name of Ellsom, an Englishman, who was employed as an architect; he drew a plan for a Gothic building, and when they had proceeded some way with it, they were afraid it would not be light enough, and they lost nearly 1,000 *l.* in taking it down again, and the platform on which it was placed was very expensive; it was put in a very airy situation, and the removal of earth for making the platform did not cost less than 600 *l.*; but there was no proper ostensible man to superintend it.

279. Do you think an equally good building might have been erected for half that sum?—I think for little more than half that sum. I think 8,000 *l.* would do it very well.

280. Was the building conducted by a Committee, or by any persons appointed by the bishop?—There was a gentleman, an agent for the bishop, of the name of Babington, and he kept the accounts.

281. Then there was no Committee?—No.

282. Was there dissatisfaction expressed by the subscribers?—I do not think there was.

283. What is the present number of scholars in the school?—The school had fallen very much into decay, from the master being superannuated; it was reduced to a single boy; it is a year ago since we got in a new master, and I believe there are now 24.

284. What is the endowment?—I cannot say that there is any endowment, it is all voluntary subscription.

285. Are fees received from the scholars?—Yes, the boys pay.

286. What do they pay?—I think 27 *l.* 10 *s.* is the amount paid for boarding and common tuition; then there are extra masters at different prices, such as dancing-masters, and other things.

287. Is there any contribution required from the clergy of the diocese under the Act?—No; sometime ago, upon the removal of the old master, the Rev. Mr. Knox, the present bishop gave his son a living, for the purpose of providing for his father who had been nearly 40 years a schoolmaster, and the trustees thought proper to draw up a statement of the situation of the school; and with the permission of the Committee, I will deliver in a printed copy of it, and I will also deliver in a statement of the school accounts for the last 10 years.

[*The Witness delivered in the same.*]

288. Is the paper now handed in, an accurate account of the expenditure of the school?—It is.

289. Does it contain the last year's expenditure?—No; but I can furnish the Committee with the last year's account.

290. What do the day scholars pay generally for their education?—I think 6 *l.* for the day scholars, and 27 *l.* 10 *s.* for the boarders.

291. At the time when there was only one pupil, was there the full number of masters?—Yes, it was equally necessary for the day boarders. There were 30 scholars kept there, who were taught classics, and they were never diminished; the obligation upon the master was to keep 14, but he kept 30.

292. When there was but one boarder, can you state how many day scholars were attending the school?—There were 40 free scholars, and about 40 day scholars that paid.

293. Can you furnish the Committee with an account, year by year, of the number of scholars?—No, I cannot: I have nothing to do with the books of the school; there is a clerk to the school, who keeps the accounts.

294. Do the clergy of the diocese contribute any portion of the expenses of the school?—Not to the expenses of the school, but the schoolmaster is librarian to the diocese, and he gets some small sum from the clergy of the diocese for keeping that library in order. It is in one of the apartments of the school that the library is.

295. It appears in the report of 1788. and in the report of 1790, that 40 *l.* a year

John C. Beresford, Esq.

6 July 1835.

a year was paid at that time by the diocese, as the stipend of the master; are you aware whether that sum is paid now?—The Irish Society pay 40 *l.* a year to the schoolmaster, but I never heard of the clergy of the diocese paying it.

296. It appears in the report that the bishop subscribes 100 *l.* a year; is it intended that that sum should be a lien upon the diocese, or is it his own individual and voluntary subscription?—It is his own individual and voluntary subscription.

297. How comes the school to be called a Diocesan school, if the clergy are not bound to contribute in this case, as in all other cases?—I do not know. It is a name that they lately gave it; I believe it has no claim to the title.

298. In the reports of 1788 and 1790 there is mention of a diocesan school existing at Derry; are you aware whether there was any school existing previously to the establishment of this school?—I do not think there was.

299. In the report you have given in, it is stated that a school existed previously to the building of this school, and that it had fallen into a dilapidated state?—There were several buildings; there was a prior one to that, which appears from the records of the Irish Society in the hands of Mr. Davies, the secretary.

300. What guarantee have you for the continuance of the subscriptions?—There is no guarantee for their continuance, and they are declining every day, as appears by a comparison of the accounts.

301. So that if any circumstance should occur to prevent either the Irish Society or other companies continuing their subscription, or if the Bishop of Derry should die, and his subscription should not be continued by his successor, the school would probably be shut up?—I have got notice from two of the Companies that have paid the most regularly, that they mean to discontinue their subscriptions; one of them paid 100 guineas a year, and the other 100 *l.*

302. Upon what ground?—The Ironmongers' Company stated, that they understood it was of no use to their tenantry, as they live so far from the town of Derry. These printed papers were prepared, and a memorial has been prepared, which was intended for the purpose of inducing them to come back and subscribe; we are in the situation of petitioners on that subject.

303. Is there any debt or incumbrance affecting the school?—There is no debt now; on the contrary, we have about 126 *l.* in the funds; we have about 200 *l.* in the treasurer's hands, and we owe nothing, and there is a sum of 500 *l.* given by the Corporation of the city of London. It stands as a separate account; I bought stock with it, and it is now used for the purpose of giving an exhibition to a boy to go through Trinity College, Dublin.

304. If the subscriptions were continued, and any adequate guarantee could be given for their permanence, you think the school would flourish?—Yes; I am sure it will flourish if the funds are not taken away, because there seems very great interest taken on the part of the trustees and the schoolmaster, and he has got capital assistant masters lately.

305. Are there any subscriptions given by the inhabitants of the town?—None, except by the bishop.

306. How are the free scholars admitted?—There is seldom an application refused; but they generally come to me or to the master.

307. Is there a power of nomination in any individual in the town?—Any boy that is presented (if the master thinks that his parents are not capable of paying for him), he takes him without the least scruple.

308. Is it left to the discretion of the head-master?—Not entirely to his discretion, because, if he is ordered by one of the visitors or by me, he must take the boy.

309. How many visitors are there?—The dean and chapter, consisting of seven clergymen and the bishop.

310. Is it open to all persuasions and classes?—There is no question about any man's religion.

311. Is there any previous examination?—No.

312. Is any previous qualification required?—No.

313. Any certificate of moral conduct on the part of his parents?—No; I never heard of such a thing being asked for.

314. Then it is in the discretion of the visitors to nominate whom they may think proper?—Yes.

315. Are there numerous applications for admission?—There are; there are seldom less than 30 or 40 boys, and there is as much attention paid to them as to the boys that pay.

316. Are the pupils taken from any part of Ireland, or is the choice limited to the city of Londonderry?—It is not limited at all; the grant of the Irish Society was for their tenants, but the discretion of the master and the visitors goes far beyond that, so that they take anybody that wishes to be educated. *John C. Beresford, Esq.* 6 July 1835.

317. From any part of Ireland?—I believe there would be no scruple about that, but being day scholars they must have somebody to board them.

318. The choice of free scholars is not confined to the city or neighbourhood of Londonderry?—It is not.

319. What is the number of free scholars at present?—When I was last there, there were 40.

320. Do you consider that a large or a small number?—A large number.

321. How many paid scholars?—About as many more.

322. And 24 boarders?—And 24 boarders.

323. Are there any other trustees except the bishop and dean and chapter?—No.

324. What are the aggregate receipts from all sources, including the fees, and including the payment to the master as librarian of the diocese?—I could not state that.

325. Does the paper you have handed in represent accurately the state of the school, in reference to the number of masters and the amount of their salaries, received through you?—Yes.

John Ebenezer Davies, Esq., called in; and Examined.

326. YOU are Secretary to the Honourable the Irish Society of London?—I am. *John E. Davies, Esq.*

327. Will you read the first extract you have in the books of that society relative to the Free School of Londonderry?—The Irish Society sent over two commissioners for the division of the property in 1616, and the commissioners allotted 300 acres for the Free School when it should be finished, which Mr. Springham proposed to erect at his own expense the next year. In 1623, I find that the mayor, commonalty and citizens of Londonderry sent a petition by one of the members of the corporation to his Majesty's Commissioners for Irish Causes, wherein, amongst various grievances complained of, they represented that the 700 acres of land appointed for the Free School had not yet been set out, and they required that the 20 marks yearly, also granted by the Irish Society for the maintenance of an usher during their pleasure, should be granted in perpetuity. I think one of the most important entries in the book is one in the year 1794, which I will now read: I find on the 5th of June 1794 a report was made on the memorial of the Reverend John Vaughan Sampson, schoolmaster, of Derry, who applied for an increase of salary, which the society refused to grant. The report stated, that the school was originally erected by the bishop and clergy of Londonderry, in pursuance of the statute of the 12th of Elizabeth, and therefore not under the exclusive control of the Irish Society; the allowances were stated to be 40 *l.* a year from the society, 20 *l.* from the corporation, and 12 *l.* from the bishop, making 72 *l.* annually. I find, at a former period, a minute made of 40 *l.* being paid by the bishop. I find minuted, 14th November 1707, an addition of 10 *l.* a year was made to the salary of the schoolmaster at Derry, making, with 40 *l.* a year allowed by the bishop and his clergy, 50 *l.* per annum; 20 *l.* a year was allowed also by the society to the usher. The allowance which the society now makes is 40 *l.*, Irish currency; that is, 20 *l.* to the master and 20 *l.* to the usher, besides which they give 120 *l.* a year, Irish, as a subscription to the school.

328. Have the Irish Society, in consideration of their contribution to this school, any control in its management or government?—Not any.

329. Do you consider that they ought to have a control with a view to securing the efficiency of the school?—I think they ought to have the appointment of the usher as formerly; for on looking over the records of the society, I find the Government and the Bishop of Derry appear to have appointed the master, and the Irish Society to have appointed the usher. I beg to hand in some extracts from the records, which I believe will give the Committee all the information which they may require as to this school.

[*The Witness delivered in the same.*]

Mercurii, 8° die Julii, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

The Reverend *Thomas Dix Hincks*, LL. D., called in; and further Examined.

Rev. *T. D. Hincks*, LL.D.

8 July 1835.

330. HAVE you any further information to give to the Committee relative to the course of education pursued in the school department of the Belfast Institution?—With regard to the school department, in the expectation that I might be asked respecting the studies pursued in that establishment, I have put on paper a pretty full account of the course which is gone through in two, three or four years, according to circumstances, and which, with the permission of the Committee, I will now read: Ruddiman's Latin Grammar, (Knox's edition); Ellis's Ciceronian Exercises, commenced early, as an illustration of grammar; translation, early begun, in Valpy's Delectus Sententiarum, or L'Homond's Epitome Sacræ Historiæ. After much exercise in these books a passage in Cæsar or Sallust is previously explained by the teacher, and then examined upon till the pupil is able to prepare a lesson, which he generally is towards the end of his first year, if he have previously acquired an adequate knowledge of English, and is allowed to attend the classical school three hours in the day. Ancient geography and history and exercises are attended to. Pupils afterwards read Virgil, Horace, Juvenal, Terence, in verse, (at least the parts appointed for entrance into Trinity College, Dublin, but frequently much more,) three first books of Livy, Cicero de Officiis, and sometimes the De Senectute, De Amicitia, &c. After Ellis's Exercises, Valpy's Elegantiæ Latinæ, or Kenrick's Exercises to Zumpt, are used for Latin composition. Archdeacon Butler's Ancient Maps, Adam's Roman Antiquities, Keightley's Mythology, and like works, are constantly referred to. For Greek, a grammar, exercise-book and Delectus Sententiarum, prepared by myself, and corresponding with one another, are made use of, and are generally commenced at the end of the first year, sometimes sooner, (when the pupil spends the whole day at classics, and is anxious to get forward). Afterwards we read Xenophon's Cyropædia, three first books; Walker's Selection from Lucian; Homer, sometimes the whole of the Iliad, though some read only six or eight books; a play or two of Sophocles or Euripides; the Greek Testament, (*i. e.* the Gospels and Acts); frequently also a book of Herodotus, when we get one printed separately. Attention is paid to the accents, metres, dialects, and to different modes of illustration. Boys properly prepared, and giving the whole day, require only two or three years from the commencement of Latin grammar.

331. What are the books used in teaching ancient geography and history?—Both the books made use of are epitomes of my own compilation.

332. From whom derived?—The one on ancient geography is chiefly derived from D'Anville. In writing the Abridgement of History I made a good deal of use of Professor Tytler's Elements. I was very much pleased a great many years ago with that book, but it was too expensive for a school-book, and I endeavoured to take in concisely the different subjects it embraced, and particularly to draw attention to the progress of literature and the arts, and other similar circumstances, which in common works of history I have found omitted.

333. Have you introduced into these epitomes any of the views taken by recent historians; such, for instance, as those which so remarkably distinguish Niebuhr's History of Rome?—I have not published an edition since Niebuhr's work appeared.

334. If you were to give a new edition, would you make any reference, for more ample illustration, to the views that Niebuhr has given?—Not as established.

335. In teaching ancient geography do you pay any particular attention to the sites of the more celebrated cities, and to the successive changes that have taken place in their topography?—I have attended to such changes; I am a great advocate for attending very much to the geography of different periods. At one time I planned a succession of six or seven maps of the same country, keeping the same natural features, and marking only the civil divisions, and those towns that were populous, or remarkable at each particular period, were distinguished.

336. Do you use the blank maps of the Society for the Diffusion of Useful Knowledge?—

Knowledge?—Constantly for examination, when I wish to try the amount and accuracy of the knowledge of the pupils.

337. With what results?—They draw the attention to the important physical features of the country, and lead the pupil to refer more distinctly and comprehensively to them.

338. Have the bas-relief maps, which are sometimes used in the German schools, been introduced in the Belfast Institution?—I have seen maps of that kind, but we have not any such in Belfast.

339. Is there any museum connected with the Belfast Institution?—It is a part of our plan, and there is something done in that way. We have in the town a very rising one.

340. In the museum is there a good collection of maps, charts, plans, &c. accessible to the scholars?—I do not know that there is in the museum; but the scholars have access to very tolerable maps; in the English school, where geography is taught, there are some large ones, and I have got a considerable collection myself.

341. Is the scientific apparatus in the museum used for the purpose of elucidating to the pupils the different subjects taught in the school department?—It has not been used in that manner yet.

342. Do you not think it might be usefully employed in that way?—I think it might be used in that manner with great advantage; we shall, however, want some considerable additions to it before it can be so used.

343. Do you consider the education pursued in the school department embraces the whole range of science that it is desirable a boy should learn?—I do not think it does yet.

344. In what respect do you consider it defective?—I do not think that Natural History or the Elements of Natural Philosophy (though taught) are taught as early, or in the way I should think desirable.

345. Is Natural Philosophy taught at all in the school?—No.

345*. Is Political Economy?—No.

346. In speaking of the course of History you adopt, do you speak of Ancient history or Modern history, or of both?—The "Compendium" I published embraces both; but by our arrangements my pupils are generally confined to ancient history, that is, from the earliest period down to the destruction of Rome, at the period of the irruption of the Goths.

347. You do not go on to the Lower Empire?—No.

348. Have you any course of Modern history?—It is taught in the English school.

349. What books do the pupils read in Ancient history besides your Compendium?—I have used the History of Greece of the Society for Diffusing Useful Knowledge; and we have in the school library, for occasional reference, the larger, older historians; for instance, Hooke's and Crevier's Roman History, and Mitford's Grecian History.

350. In teaching history, do you not find it necessary, not merely to state facts, but to draw deductions from them?—Yes.

351. Do you pursue these deductions to any extent?—More in the original writers than in any other; we lead the higher pupils to read the early historians; we read portions of Herodotus, and a good deal of Livy.

352. Do you read Tacitus?—Not in the school, but in the College.

353. What proportion of your boys advance from the Institution to the University?—Not a great many, but there has been an increase from the north lately; I suppose I have seldom more than six or eight boys in the school preparing for the University, out of a number of 80 or 90. Their object is, either to prepare for the Belfast Institution, or for business; the mercantile men wish their apprentices should have acquired some knowledge of Latin at least.

354. Is it usual for the scholars in the schools connected with the Institution to board?—That is a separate matter; there are boarding-schools attached to the Institution.

355. At what age are boys generally admitted into the school department?—We have no regular age; we have them commencing sometimes at eight years of age (which I disapprove of and generally prevent as much as I can), and we have others not commencing till they are 30. I had within the last half year an instance of a man from 35 to 40 who commenced in the school, and regularly sat down in the class with the younger pupils.

 356. What

Rev. *T. D. Hincks*, LL.D.

8 July 1835.

356. What object had he in view?—Having acquired information on some other points, he became anxious to enter the ministry, and for that it was necessary for him to pass through certain classes. He submitted in consequence to begin with children, with a view of qualifying for entrance into the college Greek class, and so be enabled to pass on to the ministry. Such is generally the object of those who commence after 19 or 20 years of age; sometimes they destine themselves for the profession of medicine, but generally for the ministry.

357. You stated that Ancient and Modern history are both attentively studied?—Abridgments of them, but not by any means an extensive course, which I hope we shall have in the college department.

358. Do you connect with the study of history outlines of Statistics and Political geography?—A good deal; modern geography is taught in the English school; the book used for it is Dr. Thomson's.

359. Is that a recent publication?—It is, and he has attended to statistics a good deal, with respect to the population, the revenues and other circumstances affecting the progress of society.

360. With respect to the Geography of Ireland and England, does he go into more detail in treating either, than in treating that of other countries?—I am hardly prepared to answer, as it has not fallen in my department to teach the book. I do not think he goes much more minutely into the geography of these countries; he certainly does not fall into the error which some old books have done, of being very minute on the British islands, and giving scarcely any information respecting other parts of the world.

361. In treating the Statistics of each country, does he give the amount, nature, &c. of the productions, manufactures, commerce, &c., &c. of each?—He does; and he also attends to physical geography.

362. Does he begin with the general outlines, the geological, mineralogical and botanical features of each country, &c. &c.?—I think they are given under each country, and not taken separately.

363. Are you aware of the mode of teaching geography particularly adopted in Sweden; the pupils construct skeleton maps with the aid of latitudes and longitudes, and fill them up gradually, as they acquire new information?—In teaching geography, I have known Dr. Thomson set the pupils to construct maps by latitude and longitude, and his successor probably does the same.

364. In teaching Chronology do you treat it as a distinct study, or as an accessary?—As an accessary, as connected with history; the Abridgement contains the principal dates, which I find the boys easily commit to memory.

365. Do you use charts for that purpose, such as Priestly's, &c.?—No, I have not used them much.

366. In reading the classics, or any other books, do you require that constant reference should be made to the geography and history of the author?—Constantly; the pupils are always examined on these topics; they are made to show the places of which they read in the course of their reading on the maps.

367. In explaining the peculiar habits and manners of antiquity, what course do you pursue?—We refer to Adam's Antiquities of Rome and Potter's Grecian Antiquities. We refer to the books to explain the passage and try to induce the pupils to search into the matter. I do not think we do so much in that way as we might do, if we had more time. We are limited to an hour and a quarter for each lesson, and in an advanced class, qualified to attend to such subjects with benefit, the time will be nearly exhausted in teaching, before we can find it possible to refer it.

368. Do not you find it very difficult to make the boys comprehend these subjects, the form of a Greek theatre, for instance, and still more of a Roman, or the particular costume, arms, &c. of the Greeks and Romans, without some visible illustrations or models?—We have models of costume in Hope's Costume of the Ancients, which we have constantly in the school-room for reference, and a work published at Cambridge, called The Greek Theatre, gives very full information on the subject of Greek theatres. I am not aware of any easier way of procuring the information.

369. Have you any models in wood, or in cork, of ancient buildings?—No.

370. Do you not think they would be of great utility in making such matters more sensible to the comprehension of young pupils?—I am sure they would, if they could be easily procured; I am sure that every kind of visible illustration is exceedingly desirable for young boys, and I think there exists every disposition in every

every department of our Institution to introduce any improvement in such matters that we can readily procure.

371. In teaching history, would you recommend that the boys in the lower classes should be kept strictly to facts, with as few comments upon the facts as possible?—Certainly.

372. Is that the course you pursue?—Yes; we limit ourselves to facts and dates, and the position of places. I am very fond of drawing the attention of pupils to contemporary events, and endeavour to connect the contemporary histories of different countries as much as possible.

373. Do you use any books in your course of history calculated to introduce the pupil to the knowledge of the Statistics of ancient nations as well as of modern?—No, I do not think we have any book which does that well: I should be very glad to have such a work.

374. Are you aware of Heeren's work?—Yes.

375. Do you not think that it might be abridged with advantage, for the use of schools?—I think it might.

376. In your course of Modern history, what book is generally read?—I have frequently had to purchase for my boarders in the English school Robertson's Charles the Fifth, and some of the editions of Goldsmith's Abridgements, which I must say I am not fond of myself, and which I excluded from my own school when I was in the South; but we are obliged to limit ourselves to what conveniently can be got; Pinnock's edition of Goldsmith's England and Rome are also used, and Robertson's America.

377. Do you not think that Robertson's Charles the Fifth and Robertson's America are too ample and detailed, besides being confined to a particular period, for the general use of a preparatory school?—I do.

378. Do you use a general outline or compendium of Modern history?—I prepared a compendium of Modern history continued to the reign of George the Fourth, taking in the whole, and endeavouring to attend to all parts of the world equally, and to the progress of the sciences, commerce and literature of the successive epochs, but it is not used in the Institution.

379. Who chooses the books?—The master of the particular school; the books are not chosen by any Committee, but each master selects books for his own pupils.

380. Would it not be well that there should be some general understanding among the masters as to the books to be used in each school?—There is a board of masters, who meet and consult together, but it has never been considered a part of their duty to interfere with one another's schools in the choice of books.

381. Have you known any results of an injurious tendency from the want of some joint arrangement among the masters in the selection of text-books?—As the schools are quite distinct from each other, I do not know that it has produced any inconvenience; they meet in different school-rooms, and it often happens that boys are not attending more than one or two of the masters at one time.

382. Would it not be desirable, for the sake of uniformity, that the masters should come to some agreement on the subject?—There is a difficulty about it; for instance, if the master of another school were to prefer any book, and I disapproved of it, I am not aware that my expressing that disapproval, or introducing the subject to the board, would lead to a good result; I think probably the contrary.

383. Would not there be much advantage in having the opinions of a number of intelligent men as to the system of education and the books to be employed in the promotion of it in each of the schools?—Probably there would; at present we should find it difficult; we have a series of schools and of classes in a great degree independent of each other; there might be an improvement perhaps in that respect.

384. In framing the structure of a general system of education, would not such uniformity be desirable?—With regard to the structure of a general system of education I would not recommend our system without some alteration; I think that whatever number of masters there may be, there should be one uniform system of instruction, and that system can only be maintained by having a head.

385. For instance, according to present practice, the books read in any of the schools may be changed with every change of master?—Not only so, but there is no regular system whatever of instruction laid down.

386. The text-books then are not chosen with reference to a general system of study and a common object, but with reference to the particular study and the particular object or opinion of each individual master?—Yes; I am decidedly of

Rev. *T. D. Hincks*, LL.D.

8 July 1835.

opinion that with a great many advantages, some of which arise from the system itself, yet on the whole it is by no means, as it at present stands, a good system.

387. What time do you give in each school to the particular object of the school?—A pupil may attend my school for the whole six or seven hours in the day, or for one only: I have, for instance, a number of pupils attending for only one hour and a quarter, and it just depends upon the inclination of the parents; there is no kind of uniformity in our education, and it is this want of uniformity that I complain of. A parent may, for the same sum of money, send his son for seven hours, or for one hour and a quarter, to any one of the schools, and pays only for the particular school that he chooses him to attend, instead of there being a system of education for which a certain sum is paid altogether, and where every branch is attended to according to the wants of the pupil.

388. Then the parent is, in fact, the director of the studies of the child?—Yes, and often a very injudicious one.

389. Must it not often happen that the pupil in coming into any particular school may catch only a small fragment of instruction given in that school, and perhaps that fragment the least useful of the whole?—There is a change of business at the end of each period of an hour and a quarter, so that the pupil is present at the whole lesson; but still attendance for one period is often too short, and allows him to derive very little advantage indeed; on the other hand, in looking to the favourable side of the question, it must not be forgotten that pupils can acquire by such arrangement a commercial education without learning Latin and Greek, and be taught by the best masters in the respective departments; in the mercantile department, in writing and in English, the best masters are sought for, and in reference to these branches the pupils are supposed to be as well taught as can be; in conjunction with this, if they should wish it, boys or young men can occasionally come in and attend the classical school for seven hours in the day, and thus get on very rapidly; I think, however, the disadvantages counterbalance.

390. Do you teach for seven hours in the day?—Yes, my school is attended during that time.

391. Does the teacher of each school continue his instruction for the same period?—In the other schools there is an hour less; we are in the classical school an hour earlier than the others; before nine o'clock in the morning the time is considered as a period, and the five hours between ten and three are divided into four periods; at the end of each period there is a change, so that if a boy only learns classics for an hour and a quarter, he comes for that period, and then goes to other schools.

392. What is the mode pursued in reading Greek and Latin?—With the young boys the teacher translates and explains to them the meaning of their author first, and afterwards examines them upon it; when they are more advanced and able to do it, they have a portion appointed them, without previous explanation, to prepare in.

393. In reading Cicero or Sallust, suppose a lesson is to be said to-morrow, is it translated for the pupil to-day?—Not the lesson in Cicero, because those who read Cicero have generally acquired such a knowledge of the language that they are able to read it almost at sight, and it is only a passage here and there which requires study, and if they are diligent boys and have read it over to themselves before, they will mark those passages. In the lower classes, which are less advanced, Sallust is often read, and requires previous explanation. Though the work is difficult as an early book, still I am of opinion that it answers no end to use compilations, but that it is much better (if you only explain it beforehand) to go to Cæsar or Sallust at once, and to teach pupils from writers of eminence, whose style deserves attention, rather than to lose time with the selectæ or extracts from inferior writers.

394. Do you allow your pupils to use a translation of Sallust, Cicero, &c.?—In very rare instances; I have in some, for the sake of experiment, tried the use of a translation instead of translating it to them myself, and for that purpose have adopted some of the books published for the London University, in which there is an interlinear translation; but I prefer the teacher's translating himself in general.

395. Do you think any injurious effect results, as far as due attention to grammar is concerned, from such practice of using translations?—I think that if the teacher exerts himself properly in examining his pupils on the construction and etymology afterwards, no evil result can follow; but if they merely get their lesson by rote through the translation, the effect will obviously be injurious.

396. Then

396. Then so far, it requires more attention on the part of the master afterwards?—It does.

397. If the pupil in preparing his lesson meets difficulties, has he an opportunity allowed him of consulting the master?—Certainly.

398. Is he obliged to do so before the other boys, or can he do it in private?—He generally must do so in the presence of the other boys, because the boys are in the same room; he has no opportunity of going into a separate room to consult him, but any boy is at liberty to ask any explanation he pleases.

399. Is that practically taken advantage of?—Yes, it is; when I am in the school-room pupils often come to consult me, and ask me for the explanation of a difficulty, and both I and my assistants always encourage them as much as we can to ask such explanations.

400. In reading the poets do you refer to parallel passages in English works?—Very frequently to imitations.

401. Have the pupils who read Virgil and Horace in general a tolerable knowledge of English poetry?—They have their attention a good deal drawn to it by the teacher. My first assistant at present is very fond of referring to the English poets, and to other writers, for illustration; but I do not imagine his pupils have much previous knowledge of English poetry, not so much as I think it would be well that they should have.

402. What edition of Virgil do you use?—We use Valpy's small edition, and also Heyne's.

403. Do your pupils read Juvenal?—Yes, it is read in the entrance-course at Trinity College; we read four Satires, the third, tenth, thirteenth and fourteenth.

404. Do you cultivate composition much in the several schools of the Institution?—Yes.

405. In all of them?—Yes; in the English school there is a good deal of attention paid to composition amongst the higher classes.

406. What is the course pursued in teaching English composition?—I have seen very respectable exercises given in at examinations, but I can hardly speak as to the mode adopted. I know that Dr. Montgomery gives lectures upon the subject at a particular period of the year, and that his pupils write down the substance of these lectures.

407. Are subjects given for original composition?—Sometimes; in the classical school we often require from the pupils translations both from the Greek and Latin authors.

408. What is the nature of the subjects proposed; are they connected with history, with literary criticism, with moral questions, or do they generally bear on the grammatical difficulties or nicities of the books they are reading?—There is very great variety in the subjects.

409. Are the boys much exercised in the analysis, written or verbal, of what they are reading?—Yes, very much, and very closely, in the junior classes especially, where there is more time for it; we are limited to an hour and a quarter with a class, and if the portion read is long, we can only ask a few leading questions. The time is occupied for the most part in translation, and in attending to the general object of the passage; but in the junior classes, where such portion is very limited, the master enters very fully into the analysis of the subject itself.

410. Are the pupils ever required to give, in writing, an analysis of any particular writer with which they may be engaged at the time?—No, I do not recollect such an exercise.

411. To proceed to the several branches of scientific instruction in the school department; what is the course pursued in teaching Arithmetic?—The book used is one published by Dr. Thomson, but in what particular manner it is taught I am not competent to explain, because I have not been in the school at the time of teaching.

412. Are the boys examined much in Mental Arithmetic?—If they be it is without my knowledge; but it may be done without my knowing it.

413. In teaching Geometry, what is the course adopted?—In the school they use Dr. Thomson's Elements of Euclid: the teacher makes the pupil draw the figure on a board, or draws it for him, and he then demonstrates the proposition, and examines very minutely on the progressive steps of the reasoning, the teacher requiring the pupil to give a reason for each step.

414. Is the examination an individual examination, or an examination in classes?—I think the examination is individual, but there are a number of

Rev. *T. D. Hincks*, LL.D.

8 July 1835.

of pupils together; if one be not able to answer a question, it is asked of the next.

415. In these examinations of the classes, do the boys take precedence of one another in proportion to their aptitude and accuracy in answering?—I have not observed that they do that much; but there are examinations in which honorary distinctions are granted for successful answering.

416. In the Natural sciences what books are used?—I think the publications of the Society for diffusing Knowledge are chiefly used, on account of their cheapness.

417. Do you find them of too high a cast for the general use of schools?—No, I do not think they have been found so: I have been present at examinations in them, and the boys answered in them as if they perfectly understood them; but I must also state, the number of boys learning was small, and the class generally consisted of the best boys.

418. Have you heard it urged against the works of the Society for Useful Knowledge, that they were of a character too advanced for the purposes of Elementary education?—I have not heard the objection made. I do not recollect hearing our teacher of Arithmetic, who uses them, make any such objection. I have never myself used them for teaching, when I taught on the same subjects; but then I must state, it was previous to the formation of that society, and I recollect the books I adopted were Joyce's Scientific Dialogues, &c. &c.

419. Do you know whether the work, entitled "Systematic Education," which Mr. Joyce prepared, with Dr. Carpenter and another, is at all used?—I am not aware that it is.

420. Do you use any of the French elementary works in teaching the sciences?—No, I do not think any of the French works are used.

421. Has Clairaut's Geometry been adopted?—No.

422. Or his Algebra?—No, it has not. A great number of the pupils not having learned French, and there not being a regular system by which they would generally learn it, it is necessary, for uniformity in the school, to use English works only.

423. Have any translations been attempted by any of the teachers?—Dr. Thomson, when a teacher with us, published books himself, and he had recourse to French works in their compilation; I should also add, the principal French works are both in the college and school libraries.

424. Have the pupils in the school access to them?—They have.

425. How far do you advance in Mathematical studies in the school department?—Often as far in the school as in the college department. The pupils not only learn Algebra and Trigonometry, but the elements of the Calculus; and it often happens, that a boy who has attended the higher class of mathematics with the professor during the six months of the college session, will, during the summer recess, with a view of improving himself, return to the school, so as either to perfect himself in what he had learned, or to prepare for the higher branches.

426. Are the elements of Chemistry taught in the school department?—They are taught in the mathematical school.

427. Is the application of Chemistry, either to agriculture or to manufactures, taught?—I believe not; certainly not upon any regular system; but there is nothing to prevent such an addition to the course.

428. Is the construction of machinery, or the application of Natural philosophy to the improvement of machinery, a portion of the course?—There is, I believe, nothing done in that way yet; but I think it would be very desirable.

429. Is there a course of Ethics or of Religion taught?—None at all, as a part of the school business.

430. In teaching Greek you read the Greek Testament?—We read the Greek Testament; the Gospels and Acts are books for entrance at Dublin College; and it is particularly desirable that, so far as regards the structure of the language, the pupils should be acquainted with the dialect, for I conceive that the language of the New Testament is a different idiom of Greek from the Attic Greek.

431. Do you not find it necessary in the teaching the idiom of the New Testament very often to enter into comments on the dogmatic meaning of the passages?—Certainly, so as to understand them.

432. But not in reference to specific, and especially controverted, religious opinions?—No reference whatever is made to either; the principle of the institution

tion is, that while there should be every respect paid to religion, there should be nothing of any kind sectarian, in consequence of our receiving pupils of every different sect and party.

433. Do you pursue the course adopted in teaching the New Testament with regard to every other book of Ethics that you read; for example, the Offices of Cicero?—Yes.

434. No comment is made?—No comment is made; I cannot say that I should not feel myself at liberty to point out the superiority of Christian morality in a passing remark, but we do not enter upon the subject regularly. We read the De Officiis for the Latinity, and as a book appointed for entrance at Maynooth College, and by the Presbyterian Synod of Ulster; we read it for the style and not for the morality.

435. Do you teach the Elements of Metaphysics?—Not in the school department.

436. Do you give any general notions of the system of the Government and legislation of the country?—In reading the classics there are often incidental remarks of that kind, but there is no systematic instruction given in it.

437. Do you conceive that these two last studies would be a useful addition to the course now pursued in the school department; the elements of the science of Mind and the elements of the science of Legislation?—Yes; but as the school education is merely the foundation for the other, perhaps these branches might be advantageously left to the collegiate department.

438. Do you use the Monitorial system in your schools?—No.

439. Is that from any objection you have to it in principle or practice?—No; from the effects I have seen and read of it, I should rather be favourable to its introduction; but from the mixture of our boys, and from the want of regularity in attendance, we find a difficulty which we have not yet surmounted.

440. Have you ever tried it?—Never, in any way which deserves notice; never so as to form a decided opinion upon its utility; but from what I have read, I should be favourable to it, if the pupils were in regular classes, such as they are in the schools in Scotland; if we had a first, second, third and fourth class, as in Scotland, I should like it very much.

441. Do you think it is applicable to the higher classes of study?—I do not see why it should not be so. I have heard that it was applied to them with advantage in the Charter House.

442. Do you think that where technical knowledge is not so necessary, where it is essential to enter more into principles, into comments and developments, it may be doubtful whether the monitorial system may not be ineffectual, or even injurious?—I should conceive that it might at all times be carried too far and abused, but there must be a great deal always in which monitors might advantageously exercise boys, after the explanations had been given by the master.

443. Would you trust them with giving explanations of themselves?—Not in the first instance.

444. Would you use the Monitorial system in the higher departments of instruction as well as in the lower?—I should like to try the experiment; without having tried it for some time I should decline giving an opinion upon it.

445. Do you punish for ignorance, neglect and want of discipline?—There is occasional punishment.

446. What are the kinds of punishments you use?—Very rarely blows on the hand; I do not use it myself, but I have seen my assistant use it in a small degree. I am not myself friendly to corporal punishment, and the only instance in which I should employ it would be in the case of great stubbornness or rebellious conduct.

447. You would not use it for deficiency in learning?—No, I should never use it for deficiency in learning: I think it seldom does good in that case.

448. On what grounds do you think it in such cases injurious?—I think it produces a bad effect upon the boy's mind and temper; that it is a bad motive for learning at all. The instances in which I think corporal punishment to be sometimes necessary arise almost always from bad instruction previously. I think that if children are properly treated from the first, there never would be any occasion for corporal punishment: if their curiosity were excited, and if proper modes were taken with them, we should have no occasion for punishment, and very little for reward. But we meet with a number of bad subjects; we get lads that have spent several years badly, and who have been badly treated, and it is often difficult to know what to do with such pupils; we must take them as we get them, and sometimes inflict even

Rev. *T. D. Hincks*, LL.D.

8 July 1835.

corporal punishment, or we should be unable to produce any effect. The parents themselves are often displeased if punishment be not inflicted.

449. Do you consider that wherever the infliction of corporal punishment is necessary, it arises not so much from the original character of the pupil as from some defect in early education?—I do decidedly.

450. The upper departments of education are thus affected in a most material degree by the negligence and erroneous manner in which the early part has been conducted?—Certainly.

451. Do you think that one principal remedy for the defects in higher education would be the correction of the defects so observable in lower?—Yes, especially in the earliest part.

452. Do you think that a general and well-regulated system of Infant schools and a greater extension of the knowledge of the principles of Maternal education would be one of the best means of correcting the defects in all classes of education, from the Infant school up to the University?—I have had very great proof of it, for my eldest son, who obtained a fellowship in Dublin College at a very early period, and who is a man, I may say, of very extensive information in various ways, had, I am sure, the foundation of it all laid by his mother when he was yet an infant. The information which she communicated by directing and exercising his observation, the knowledge that he acquired of the position of places on maps, of the letters of the alphabet, and of various other things, long before he could speak, were the foundation of the ability which he afterwards evinced. The same results in a great degree were seen in all my children, but their mother had not so much time with the later ones. I am perfectly satisfied that the care of infants by mothers, or if mothers are incapable or unwilling to discharge such duty, the substitute provided for it in infant schools, is of the utmost importance in forming the future moral and intellectual character of the individual.

453. You are of opinion, then, that if a proper system of Elementary education, from the Infant school upwards, were established, that the necessity of using punishment at all in schools would be gradually obviated?—I believe it would. I feel confident that if I were to have a pupil not so much attended to in infancy as in the instance I have spoken of, but still sufficiently so to have secured him from contracting very bad habits, and to be allowed the care of him from five or six years of age, or even seven or eight, I should never have occasion to use punishment.

454. Do you find that great reserve in the application of corporal punishment in the school is productive of good effect?—It is, in my opinion.

455. Do you adopt any other mode of punishment besides corporal punishment?—Sometimes an exercise is given; sometimes we employ detention in school during the time of play. I have known my assistant detain a boy after three o'clock till four o'clock for neglect, requiring him at the same time to study. The chief difficulty of that mode of punishment is, that it acts as a penalty on the teacher as well as on the boy.

456. Is it not also found that it is productive of another consequence still more injurious, it associates the idea of pain with intellectual occupation?—Yes, that is an unpleasant effect.

457. Do you not think that it is one of the very things which ought to be most avoided in education, particularly where you are anxious to apply the principle of pleasure and curiosity as a stimulant (and there is none better) to excite the industry of the pupil?—I certainly agree in that.

458. Then you think that the custom, which is very general, of punishing boys by making them go through additional exercises for previous indolence and neglect, would be much better abolished, for the interests both of teacher and pupil?—Yes.

459. Do you employ public reproach as punishment for the commission of faults?—Yes, in some degree.

460. Do you find such practice injurious?—Using harsh language to pupils I entirely disapprove of, and treating them with contempt I think is especially injurious, unless the crime be of a very disgraceful nature indeed.

461. You think, then, that secret admonition upon the nature of most children would work far more powerfully?—It would produce much more effect than public admonition. I have in many instances produced a very valuable effect upon boys, even when they were guilty of very improper conduct, by secret admonition, and by remonstrating with them kindly.

462. Is

462. Is secret admonition generally preferred to public in your schools?—I have no reason to suppose that this is not pretty generally the case; some masters certainly punish rather more than others. I believe I am considered in the extreme of lenient, but I should not say there was great severity employed in any.

463. Do you find your class as docile as the classes of your colleagues?—I think they are fully as much.

464. Are you aware of the system adopted in the German and Swiss schools requiring boys to examine themselves, and write down an account of their fault, and the motives which prompted them to it, as early as possible after its commission?—I am not aware how far it is practised in the German schools, but I think I saw something of the kind lately in a book by Mr. Abbott, called "The Teacher," published in America, which contains a number of interesting facts on the subject of practical education.

465. Is it adopted in any of the schools you are acquainted with in Ireland?—No, I am not acquainted with any school in which it is adopted.

466. Do you give premiums?—Yes.

467. Have you public examinations?—Yes.

468. How often?—Once a year, and occasionally at other periods. The masters generally hold special examinations of their own previous to the summer vacation; and the board of visitors generally appoint some extra examinations, particularly previous to the Christmas recess. There are premiums given on these occasions.

469. Of what description?—Sometimes books or medals, and sometimes merely certificates of conduct for the inspection of their parents.

470. Are the examinations *vivâ voce*?—*Vivâ voce* generally.

471. Do you use questions in writing?—Not much; sometimes, in the college classes, we use the system of examination by written questions.

472. Are the pupils examined in the course which they have been passing through for the six months previously?—We generally select a portion, and prepare them in it more particularly.

473. They are not liable, then, to be examined in any portion which the examiner may choose?—No; it would be better if they were; but there is this difficulty, we have scarcely ever had at Belfast the same pupils in a class for more than a quarter together: there is thus a constant fluctuation, so that we could not examine on the whole business of a half year, because many of the pupils in a class may not have been there all that time; many of the best pupils, during the early part of such period, often leave school before the examination comes on. The utility in general of such examinations, and the only thing for which I consider they are useful, is, that they induce boys to learn something very well, and I believe that to learn anything, however limited, very well, is laying a good foundation to build upon afterwards.

474. Is there a French class in the school department?—Yes, we have a French master, but when the schools contain 250, there are seldom more than 50 or 60 attending it.

475. Is it made as great an object as the other courses?—It is not made so great an object, because one class of pupils are in general in such circumstances that their parents cannot afford to pay for the whole number of schools. I do not think the neglect observed arises from an opinion that French is useless, but from the additional expense which it requires.

476. So that if there were a system under which the same sum was always paid, no matter what the studies of the pupil, French would be attended to as willing as any other portion of the course?—They would gladly learn it.

477. Is Italian, Spanish, or German taught?—The French master teaches Italian also, but has only one or two pupils. We endeavoured to introduce a German teacher, but he had no encouragement; we should be very glad to have one.

478. Have you a class of Drawing?—Yes.

479. And of Music?—Music is quite an extra thing; it is not a regular part of our system as it is in the German schools, but drawing is; a still smaller number learn drawing than French: it just depends upon the wish of the parents. Those who chiefly learn drawing are some few that are preparing for the profession of architects or engineers, and some whose parents are in better circumstances, who have a taste for drawing, and an inclination to see it taught to their children.

480. How far do they advance in Drawing?—I have seen some very good specimens in different lines, in landscape, figure and architectural drawing.

Rev. *T. D. Hincks*, LL.D.

8 July 1835.

481. What number of pupils are there in general in the Drawing-school?—I should think between 20 and 30, sometimes more; they have increased under the present master, from two causes; one, the diminution of the charge, and the other from his great kindness and attention to his pupils; he is a great favourite with them; he was himself a pupil in the Institution originally.

482. You say that the German master got no encouragement; is there no Literary Association in Belfast from which he might derive countenance?—There are a few gentlemen in Belfast who have learned German, but not a sufficient number of pupils to induce a master to remain in the town.

483. Have you any Society in the school for the cultivation of Botany and Natural History?—We have a Natural History Society among the boys; it has had its ups and downs, as boys come and go away; we have had, from time to time, a few boys who have taken a great interest in it.

484. Does it embrace all branches of Natural History?—Yes, it embraces all the branches. Our present mathematical master, in whose department it falls, is very desirous of encouraging it in every way that he can; but it does not form a part of our system, it is purely voluntary.

485. Is there not a great inclination amongst the inhabitants of Belfast to cultivate these studies?—I think there is. We have had very liberal subscriptions for the Botanic Garden and for the Museum, which has been formed independently of the institution. The building is in the College Square, and is very respectable, containing a large room for general specimens, and another for Irish antiquities and specimens, as well as a library and a room for large public meetings.

486. Was it built at the public expense or by private subscription?—Built by private subscription. I have before given an account of its origin; I may now add, that it commenced after a course of lectures by Dr. James Drummond, our professor of anatomy and botany, at whose house the early meetings were held, and who is now president of the society. This society holds communication with societies in America as well as in England.

Veneris, 17° *die Julii*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

The Reverend *John Scott Porter*, called in; and Examined.

Rev. *John Scott Porter*.

17 July 1835.

487. WHAT situation do you hold in connexion with the Academical Institution of Belfast?—I am a Member of the Board of Visitors.

488. Do you teach in the Institution?—No; the duty of the visitors is to inspect, and to report their opinions and recommendations to the managers; also to concur with the managers in the election of professors and masters, and in various acts which the Act of Incorporation directs to be performed by the two boards of managers and visitors in common.

489. Have you been long a visitor at the Institution?—Two years.

490. Have you had frequent opportunities of inquiring into the management and progress of the Institution?—I have had good opportunities; I was a pupil in the school department, and a student in the college department, from November 1817 till May 1825. I was also employed as usher in the English school for a considerable period. Since my settlement in Belfast, upwards of three years ago, I have made it my business to attend the examinations frequently, and I have occasionally taken the place of my friend the head master of the English school, when he was absent in consequence of sickness in his family, or other necessary reasons. I have also attended pretty regularly to my duty as a visitor since my appointment, and conceive that I am able to give a tolerably correct account of the system pursued in the seminary.

491. Can you give the Committee an outline of the origin of the Institution?—It was established by some public-spirited individuals in Belfast, as a seminary for the economical education of the youth of the province, without distinction of sect or denomination, in consequence of a limitation which had taken place in the number of pupils admitted into the Belfast Academy, a seminary previously established for the same objects.

492. What

Rev. *John Scott Porter.*

17 July 1835.

492. What was the number of pupils in the Academy at the time of its first establishment?—I am unable to state the total number of pupils; I believe the boarders had been limited by the Principal of the Academy to 12, which was reckoned far too small a number for the wants of the town, and much less than had been contemplated by the original founders of the Academy.

493. What were the causes of the limitation?—Difficulties which, as I have heard, had occurred in carrying into effect the discipline of the Academy.

494. Did it in any degree arise from any objections existing on the part of the inhabitants of Belfast to avail themselves of the course of instruction pursued in the Academy?—By no means; on the contrary, the Academy had always been, and still is, a popular and well-attended school.

495. When did the Institution of Belfast become incorporated?—In the year 1810.

496. What led to its incorporation?—After the gentlemen who first contemplated its erection had made some progress in the collection of funds, they found that the difficulties of procuring land for the edifices, and of arranging the different rights and privileges of subscribers and their representatives, on a permanent plan, were so great, that without an Act of Incorporation it would have been almost impossible for them to carry their designs into effect to the extent which they desired.

497. Do you conceive that those difficulties would not have occurred had there been a supreme regulating body, like the present Board of Education in Ireland?—I feel, for my own part, no doubt, that had a public board then existed, so constituted as to inspire confidence, and furnished with the necessary powers, the expense of the Act of Incorporation, which was considerable, might have been entirely avoided.

498. What are the endowments of the Institution at Belfast?—The Institution possesses the ground upon which the buildings are erected, with an extensive playground annexed, by the donation of the Marquess of Donegal; this may be considered as a landed endowment. It has also for some years received an annual grant of 1,500 *l.* from Parliament, for the support of the college department and the liquidation of other necessary expenses.

499. Has the Institution capital in the funds?—There is no funded capital. A small surplus arising from a portion of the Parliamentary grant, not yet applied to the purposes for which it was intended, is lying in one of the banks at Belfast, at bank interest.

500. Do you know the amount of that surplus?—I believe about 2,000 *l.* It lies there, however, available for the payment of the current expenses of the institution, by cheques from the treasurer.

501. Are there subscriptions in aid of the Institution?—There are no annual subscriptions.

502. Any donations or bequests?—The buildings were erected originally at an expense of 15,000 *l.*, as I have heard and believe. I believe that a sum of 1,500 *l.* was collected for the use of the Institution, in India, during the Governor-generalship of the Marquess of Hastings; and during the last 12 months 2,000 *l.* were collected in Belfast, for aiding in the erection of additional buildings, which have been required by the increase of the college department. These sums being given freely, without any view to profitable returns, may be regarded as donations. I know of none besides.

503. Are annual reports published of the income and expenditure?—None such are published by the Institution, but the Commissioners of Public Accounts receive every year a statement of the income and expenditure from the treasurer of the Institution, verified upon oath.

504. Who is the auditor of the accounts?—The auditors of the Institution are three gentlemen, annually appointed by the proprietors. The Commissioners of the Public Accounts, who are Government officers, are, I believe, also called auditors of the public accounts. To them every disbursement must be submitted.

505. Do you bring into the annual statement of the accounts the aggregate receipt from fees; can you supply the Committee with a statement of their amount?—The fees are not taken into the account, because they do not belong to the Institution, but to the different masters and professors. I cannot supply the Committee with the aggregate receipt from fees, no such account having ever been kept. I can state, however, what the fees are in most of the classes, and I can also state the number of students attending the different classes and schools last year, from which the Com-

Rev. *John Scott Porter.*

17 July 1835.

mittee may form some estimate as to the aggregate amount of fees; but I must observe, that the professors and masters, from a desire to enable young men of good character and slender means, to obtain a better education than their pecuniary circumstances would enable them to procure at their own expense, are in the habit of frequently admitting such young men as students and pupils, into their respective schools or classes, without demanding the usual fees. Some deduction therefore must be allowed on this account in estimating their emoluments.

506. You stated the original building to have cost 15,000 *l.*, has there been any additional expenses for such purposes?—The original building cost 15,000 *l.*, as I have heard and believe. Subsequently, during the last 12 months, additional buildings have been erected, some of which are now finished and part unfinished, and they will, when finished have cost upwards of 4,000 *l.*, of which 2,000 *l.* was voted by Parliament. The total cost of buildings therefore, may be stated at 19,000 *l.* or 20,000 *l.*

507. What accommodation do those buildings afford; how many pupils would they contain?—I could not undertake to answer that question without further examination and measurement; but this I will say, that I do not know any public building which appears to me to have been erected with a greater regard to economy, and to the accommodation of the classes for which it was intended without show or unnecessary outlay, than the new building to which I have referred.

508. Has that accommodation reference to boarders, or only to day scholars?—There are two boarding schools in the Institution, but not in the new building; one under the management of the classical, the other under the superintendence of the English head master. With these exceptions the Institution is not an establishment for boarding.

509. Does the old building furnish good accommodation?—It would accommodate with ease and comfort 120 boarders, besides the families of the head masters.

510. Do you think that the erection of the old building was conducted with economy?—It was erected at a time when materials and labour were exceedingly dear, compared with what they are now. It was also erected, as I conceive, upon a bad plan. The materials were purchased by the managers of the Institution, and the wages of the workmen paid by them. The new buildings have been erected by contract, and were regularly superintended by a professional architect employed to check the contractor, and therefore I should say that the new buildings afford much greater accommodation in proportion to the amount expended upon them than the old building; still I could not say that the old building was a dear fabric, without having greater information respecting the cost of materials and labour 20 years ago, than I at present possess.

511. Do you think that buildings such as you have described could be erected with more economy, if under the direction of a supreme board, than if they were carried into effect by local committees or individuals?—I cannot see that the difference of expense would be great. Provided that sufficient skill be employed in the work, and proper attention paid to it, it seems to me indifferent whether the work be erected under the superintendence of a central board or of a local committee.

512. Do you think that the plan of the edifice would probably be better adapted to the objects in view, if formed by a body which could collect information from various quarters, on the nature of the most eligible plans, as compared with a body in the town which could not have those opportunities of comparison?—I can only speak with reference to the building which forms the subject of the present examination. The plan was furnished by Sir John Soane gratuitously, which was considered by the managers as equivalent to a donation of 500 *l.*, but I conceive the design to have been upon a scale by far too magnificent to be carried into effect by the funds available for the purpose; the consequence is, that only a small part of the design has as yet been employed, and that, the portion which the artist himself seems to have regarded as the least important part of his plan.

513. Did not that circumstance produce a certain degree of inconvenience and want of order in the arrangement of the buildings?—Undoubtedly it did.

514. Do you not think that arrangements conducted under local committees are very liable to similar inconveniences?—I do not object to the arrangement of the buildings because conducted under local auspices, but because the persons under whose auspices it was conducted appear to me to have entered upon the task with views far too extensive for their resources.

515. Did

47

Rev. *John Scott Porter.*

17 July 1835.

515. Did the expense connected with the building embarrass the subsequent financial arrangements of the Institution?—I should think it must have done so; I know that for a considerable time the Institution was labouring severely under a want of funds.

516. Had it any effect upon its progress?—It had a very injurious effect upon its progress.

517. If the building had originally been entirely executed by the Government, and afterwards the city or an incorporated body of individuals had guaranteed to support it, do you think its benefits would have been more extensive, and its improvement have been greater?—It might, perhaps, have become more popular, but at the same time it is evident that its stability could not have been calculated upon with the same certainty as under the present system, according to which, the buildings having been erected, and a regular course of instruction established, the Government have lent their fostering aid, by contributing an annual grant of 1,500 *l.* for its support.

518. If the city had been required to assess itself for its support, would not that have been an equal guarantee for its continuance with the grant of Government?—Equally, or still more so, provided it could have been made imperative. In my opinion, local assessments for such purposes would have many advantages.

519. Has any portion of the funds given by Parliament been applied to the erection of buildings devoted to the accommodation of boarders?—None whatever.

520. Do all the profits arising from the fees paid by the boarders go directly to the respective masters?—The whole; all the class fees of the establishment are so disposed of.

521. You stated that you can give to the Committee an account of the fees paid by the several classes of scholars attending the Institution, will you have the goodness to do so?—I shall speak first of the class fees in the College department. The classes at present established are, the Latin class, the fee for which is two guineas each session; the session continues for six months, from November till May; the rest of the year is vacation in the College department. In the Greek class the fee is also two guineas; but I must observe, that the Greek and Latin classes being under the management of the same professor, any student has the privilege of attending both classes, upon payment of three guineas for the session; and if any student chooses to attend the lectures only in the Greek class, without performing the exercises or submitting to the daily examinations of the class, he may do so for one guinea a session. Mathematics, two guineas; Logic and Belles Lettres, two guineas, or for lectures only, one guinea; Metaphysics and Moral Philosophy, two guineas, or for lectures only, one guinea; Natural Philosophy, two guineas and a half, or for lectures and experiments only, one guinea and a half; Hebrew, two guineas for the first session, and one for every succeeding session. Respecting the class fee for Irish Language I am uncertain; I believe it is one guinea. Anatomy, two guineas. There are other classes in connexion with the Institution, but not founded by the joint boards; namely, the General Synod's Theological Class, the fee to which is two guineas, and the Presbyterian Synod of Ireland's Theological Class, in which there is no settled fee, the students being required to make up among them, for their professor, the sum of 50 *l.* annually. Every student attending the College department of the Institution pays a matriculation fee each year of 5 *s.*, which is applied to the purchase of books, and the preservation of the library and apparatus; there is also a fee upon taking a general certificate, granted in lieu of a degree in arts to those students who have completed a regular collegiate course within the walls of the Institution, of one guinea, which is applied to the same purposes.

In the School department the fees are, English school, two guineas per annum; French and Italian, four guineas each; drawing school, I believe, one guinea and a half per quarter, or six guineas a year; Classical school, four guineas a year; writing school, two guineas a year. The fees in the mathematical school may vary from two guineas to four guineas, according to the branches of instruction communicated in that school on which the pupil attends.

522. Can you state the number of scholars in each, and the salaries respectively of the masters?—The head masters in the school department receive no salaries. I have stated already that boarders are taken by the classical and by the English head masters; their fees make some addition to the income of those gentlemen.

Rev. *John Scott Porter.*

17 July 1835.

523. What is the cause of this limitation to those two masters?—They are the only masters who have houses in the Institution.

I can, if the Committee wish for it, give in an account of the number of scholars in the several schools in the Royal Institution for the last 10 years, with the exception of the year 1828, the returns of which have not been preserved.

[*The Witness delivered in the same, which was read, as follows:*]

RETURN of Scholars in the several Schools of the Royal Belfast Academical Institution, School Department.

NAMES OF SCHOOLS.	1825.	1826.	1827.	1828.	1829.	1830.	1831.	1832.	1833.	1834.	1835.
English School, including boarders -	205	210	197	No return, from the absence of several of the masters.	196	179	140	137	163	157	146
Writing School - - - -	175	190	178		153	141	147	149	136	115	125
Mathematical and Mercantile School	207	228	208		165	181	163	144	137	134	147
Classical School - - - -	138	172	152		89	108	106	108	101	98	92
French School - - - -	55	44	52		64	56	38	42	31	48	60
Drawing School - - - -	11	22	14		12	18	38	31	25	29	29
Spanish School - - - -	- -	3	-		-	-	-	-	-	-	-

Note.—The numbers in this Table do not indicate the total number of pupils who may have passed through the respective schools in the course of the entire year, but only the numbers of the pupils that belonged to the various schools upon one particular day in each year, *e. g.* the 30th of April. As pupils frequently are removed from school at other periods, the total number of pupils who passed through any of the above schools during the year, is in all cases considerably greater than that indicated by the Table.

524. Are the fees received applied exclusively to the use of the individual masters of the school, and not carried to the general account?—They are, as I have already stated, applied exclusively to the use of the individual master.

525. Do you find that the number of pupils has increased or diminished within the last 10 years?—Considerably diminished.

526. To what do you ascribe that circumstance?—It may be ascribed in part to the beneficial results of the Institution itself, in training up young men as teachers and tutors. By its means the race of schoolmasters in almost every part of the north of Ireland has been considerably improved. Boys who would, under other circumstances, have been sent to the Institution itself, are now taught in very respectable schools, conducted in their own neighbourhood by *alumni* of the Institution, who have established seminaries upon their own account. I know from my own experience, that young men who have received the whole or a part of their education in the Belfast Institution are often at a loss for employment during the interval that must elapse between the completion of their college studies and their entering regularly upon the duties of some profession; and many such young men are desirous of occupying at least a part of their time as tutors in gentlemen's families; I was employed for two years in that capacity. I may also state, that the Institution has had opposition on both political and religious grounds to contend with, and that I believe pupils have been withdrawn, and have been withheld from it on account of the liberal views which its masters, or some of them, were supposed to entertain in both those respects; to which I must add, that complaints were at one time made of remissness and inattention in the management of some of the schools. Those complaints chiefly existed during a period of seven years, from 1825 till 1832, while I was resident in London, and therefore I have no means of speaking with certainty as to their correctness; but since I became a visitor of the Institution, two years ago, I have paid particular attention to this point, and I believe that no reasonable ground of complaint now exists upon that score.

527. It appears that in some of those schools the numbers have rather increased than diminished; for instance, in the French school, and in the Drawing school; to what circumstance do you ascribe that increase?—Those are ornamental branches of education, which were formerly regarded as quite superfluous, and I ascribe the increase of the pupils in those departments chiefly to the formation of a higher and better taste for learning among the pupils themselves and among their parents and guardians.

528. Is it not to be attributed a good deal to the growing prosperity of the town and neighbourhood?—It may be so; and, in my opinion, a portion of it may be justly so accounted for.

529. The

Rev. *John Scott Porter.*

17 July 1835.

529. The circumstance which you have mentioned as drawing many pupils from that Institution, namely, the means of instruction afforded by *alumni* of the Institution itself, probably does not extend to either the French or the Drawing department?—Decidedly it does not, and especially not to the latter. Many young men who are quite competent to undertake other branches of education, would be totally incompetent to teach French, and know nothing whatever of the principles of drawing.

530. It appears that the greatest decrease is in the Mathematical school; are there any particular causes which would account for that decrease, in addition to those you have already noticed?—I am unable to assign any other reasons.

531. The larger proportion of pupils appears here to have been in the mathematical school; does that still continue?—It does, though in a slighter degree, as will appear by the return for 1835, in the last column.

532. You have said that the head master of the school receives no salary; how are the assistant masters paid?—The assistant masters are remunerated by salaries paid by the head masters under whom they are employed respectively.

533. Does the sole remuneration of the head masters consist in their receipts from the fees?—Entirely, with the exception of the use of the apartments in which the schools are carried on, if that can be considered as coming within the term.

534. That advantage with reference to boarders, is confined to two of the masters?—It is.

535. Do the other masters live in the town of Belfast?—They live in the town of Belfast, but not within the precincts of the Institution, nor in houses furnished by the Institution.

536. Are they in the habit of taking boarders at their own houses?—A few of them have done so.

537. Who has the selection of the under masters?—They are selected by their respective head masters, with the approbation of the joint boards of managers and visitors; and more especially the visitors, who are, in the first instance, called upon to report respecting their competency.

538. What annual payments are made to the assistants?—From 20 to 40 guineas, according to circumstances.

539. Does that include everything, or are they also boarded and lodged?—Some of those employed in the English and Classical schools board and lodge with the family; but their salary is neither increased nor diminished in consequence; as it is in general considered that the extra labour which is required from a resident assistant, is rather more than an equivalent for the advantage which he receives in being boarded and lodged.

540. Has the assistant any other emolument besides such as you have just mentioned?—None, unless he may be permitted by the head master to act as private tutor, which has sometimes been done.

541. Do you find that that scale of remuneration enables you to command the services of highly-educated men?—Not only does it enable us to command their services, but those situations are objects of eager competition whenever they are vacant.

542. What do you state to be the total average income of the sub-masters?—I should think, if they have 30 guineas a year, they consider themselves as not ill provided for.

543. Without board?—Without board.

544. Are they promoted from one class to another?—That depends entirely upon the approbation of their principal master.

545. Do they receive gratuities for particular success in teaching their class?—Such gratuities I know have been given; but always by the head master, as an addition to their salary.

546. Does the Board grant an annuity for long service?—No; nor do many cases of long service occur. Those situations are not regarded as permanent employments by the young men who accept them; but rather as means of occupying their time and aiding their slender finances while they are preparing themselves for a more permanent profession.

547. Would it not be a very considerable improvement in the system of education, if the persons engaged in it were convinced that it was a profession in which they might attain considerable pecuniary advantage and honourable distinction at the same time?—In my opinion, the greatest benefit would arise.

Rev. *John Scott Porter.*

17 July 1835.

548. Do you think that this object could be attained by raising the salaries higher and establishing a gradation of salary from the lowest to the highest, promoting according to merit, and giving an assurance that for long services they should receive equivalent reward either in the form of pension or annuity?—I think there can be no doubt of it.

549. The men whom you have just now instanced as receiving such small salaries, are they persons generally who are engaged in preparing themselves for any particular ministry or profession?—Chiefly for the ministry of the Presbyterian church. At the time I held such a situation, I was myself preparing for the ministry of the Presbyterian church.

550. Do the elders of that church prefer for the ministry young men who have been engaged in education?—Congregations in general are desirous of obtaining men of as great eminence as they can command; and if they regard the circumstance of a young minister's having been so employed, as a testimonial to his general character for information and ability, they may perhaps, prefer him on that account; but I am not aware of any such instances as having actually occurred.

551. Do you find that the number of scholars depends much upon the amount of the fee; do you think, for instance, in the French school, if instead of being four guineas the fee were two guineas, that the number of scholars would be materially augmented?—I think it would; but at the same time not so much so as to compensate the master for the reduction which would take place in the amount of his income, or in fact, to remunerate him for his time and labour.

552. Do you think it desirable that the amount of the fee should have reference not to the desirableness of the instruction, but to the necessity of providing a certain income for that master who teaches that particular branch of instruction?—It is not desirable, but unfortunately it is necessary where there exists no other fund from which masters of competent abilities and information can be remunerated.

553. Would you think it desirable that an endowment should be annexed, to a certain extent, to the fees, in those branches of education in which, there not being so great a demand, the number of scholars would not be such as to afford adequate remuneration through the medium of low fees to the masters?—Undoubtedly it would be exceedingly desirable; but I am afraid it is a thing more to be wished than expected.

554. Do you think an arrangement on the following principle; a certain sum fixed by endowment or grant as the salary of the master, and a certain sum payable in fees by the pupils, would answer both the object of assuring the independence of the master, and giving an adequate stimulus for his exertions?—That is a system which appears to combine almost all the points that are desirable in the mode of remuneration. It affords a certainty of a tolerable provision; and at the same time holds out a stimulus to exertion, by making the total amount of the teacher's income depend upon that exertion, and the consequent popularity of his class.

555. You do not think the exertions of the teacher would be in any degree damped by the conviction that he had a certain fixed sum allotted for his salary?—Not unless that sum were so large as to take away the desire for a further increase.

556. Supposing the fixed salary formed about one-third of the whole of his receipts during the year for teaching, would you consider that proportion too large?—It would require some time before I could make up my mind as to the precise ratio which the fixed salary ought to bear to the total proceeds, but I should think that from one-third to one-fourth would be sufficient.

557. The table you have given in refers to the schools of the Institution; have you a similar one relative to the amount of fees and the number of students in the College department?—I have already stated the fees in the College department. It must be borne in mind, however, that each of the professors in the College department receives, in addition to those fees, a salary from the Government grant. This salary, in most cases, amounts to 150*l.* per annum; in some cases it is less, owing to particular circumstances. The professors of elocution, and of the Irish language, receive no salaries. I have here a table, stating the number of students who have attended the different college classes during the last 10 years.

[*The same was delivered in, and read, as follows:*]

RETURN of STUDENTS in the several Classes of the ROYAL BELFAST ACADEMICAL INSTITUTION, College Department.

CLASSES.	1825.	1826.	1827.	1828.	1829.	1830.	1831.	1832.	1833.	1834.	1835.
Divinity Class, Synod of Ulster * -	23	25	28	23	15	18	18	18	21	25	25
Divinity Class, Secession Synod * -	32	25	34	30	32	33	23	28	24	27	29
Hebrew * - - - - - -	45	48	39	39	33	37	27	29	32	34	46
Natural Philosophy † - - -	33	34	33	27	32	43	34	37	30	38	73
Mathematics, Senior Class ‡ -	15	14	18	23	} 97	{ 26	31	8	9	12	} 61
Mathematics, Junior Class † -	46	60	71	77		100	85	93	50	62	
Moral Philosophy † - - -	38	33	32	48	53	49	45	49	60	75	20
Logic and Belles Lettres † - -	42	48	70	70	76	77	83	91	92	92	98
Greek † - - - - - -	32	32	55	47	48	44	35	48	60	55	62
Latin ‡ - - - - - -	15	22	35	31	16	26	21	11	25	24	37
Anatomy ‡ - - - - -	11	15	10	16	26	9	14	12	15	8	16
Elocution Class ‡ - - -	82	61	- - no return.	- - no return.	- - no return.	53	57	- - no return.	50	- - no return.	- - no return.
Irish ‡—(No return).	-	-	-	-	-	-	-	-	-	-	-

The Classes marked (*) are imperative on all candidates for the Ministry in the Synod of Ulster and Secession Synod. They are usually attended by students who have obtained the General Certificate, equivalent to a degree.

The Classes marked (†) are those on which candidates for the General Certificate are required to attend.

It is optional with the students to attend upon the Classes marked (‡) or not, at their own discretion.

Note.—Since giving in the foregoing Return, I have learned that the Elocution Class was attended during the last session by 61 students.

558. Have the numbers increased or decreased during the last 10 years?—They have increased very considerably.

559. To what circumstance do you ascribe that increase?—In some degree to the general prosperity of the province, which enables many persons to give to their sons a more extensive education than they formerly thought of doing. In some degree also it is owing to the confirmed character of the Institution itself, and of the professors in the college department. It will be observed, that in the case of the college department there is no competition similar to that against which the schools have had to contend, from the establishment of similar institutions by its own *alumni*. I have here a table, stating the total number of students for the last 10 years; the table which I have already given in refers to the individual classes.

[*The Witness delivered in the same, which was read, as follows:*]

1825–26 - - -	153	students matriculated.
1826–27 - - -	160	
1827–28 - - -	181	
1828–29 - - -	193	
1829–30 - - -	197	
1830–31 - - -	222	entered the classes, not all matriculated.
1831–32 - - -	185	paid fire money.
1832–33 - - -	183	- ditto.
1833–34 - - -	203	- ditto.
1834–35 - - -	226	- ditto.

560. Can you give the causes which have augmented some of those classes so much more than others; for instance, it appears that the Natural Philosophy class has been nearly doubled within ten years; the Mathematical senior class has been increased from 15 to 61, and the Logic and Belles Lettres from 42 to 98; what are the circumstances that have produced that great increase in those classes as contrasted to the other, as it appears, for instance, that the divinity class of the Secession Synod has rather decreased than increased?—As to the Logic class, I think the circumstances which I have already stated are peculiarly applicable to it; that being the first Philosophy class which students attending the college department enter. With respect to the natural philosophy class, I must take into account the peculiar circumstances of the Moral Philosophy class during the last session. It will be observed that a great diminution appears in the number of the students of moral philosophy during the last session; this was owing to certain resolutions adopted by three of the religious bodies from whom students are sent to the Institution, to the effect that none of their candidates for the ministry should be allowed to attend the moral philosophy class in the Institution during the incumbency of

Rev. *John Scott Porter.*

17 July 1835.

the present professor of moral philosophy. In consequence of this resolution, one of those bodies withdrew its students of moral philosophy entirely from the charge of the Institution as regarded their instruction in that branch of science. Another of these religious bodies, I mean the Presbyterian Synod of Ireland, appointed that those students who should in due course have attended upon the moral philosophy class, should, instead of moral philosophy, study natural philosophy during the last year; thus leaving out the moral philosophy course for a year, and attending upon the natural philosophy class out of its regular period; this diminished the moral philosophy class, and increased the natural philosophy class in the proportion which the returns indicate. With respect to the senior mathematical class, I must observe that no precise return was made to the joint boards last year. The number 61 in the last column indicates the total amount of students in both the senior and junior mathematical classes.

561. It appears that the Elocution class was, in 1825, attended by 82 students, and in the two last years there is no return; what is the cause of that circumstance?—In the year 1825 the elocution class was conducted by a highly popular teacher; upon his death, which took place in the year 1828, the boards were obliged to provide substitutes as they best could, and some of them (who held the situation only for a short time) did not give the same satisfaction. As to the present elocution class, or its numbers, I am incompetent to speak with certainty; I believe, however, that it is well conducted; but it will be observed by the Committee that the elocution class is not one of those which students are required to attend with a view to a general certificate. It is quite optional: there are five which are imperative, namely, Greek, logic, moral philosophy, natural philosophy and mathematics, and the numbers attending these classes indicate the rate of increase of the college.

562. Are there any students of Irish at present in the Institution?—There are; but I am unable to state the precise number, not having been furnished with any return.

563. How long has the Professorship of Irish been established?—The class has been in operation I believe for three years; it is under the management of Mr. Feenachty, who is considered a competent teacher, and able, and has translated several English works into the Irish language; among others I remember having heard of some translations from Miss Edgeworth, I think, of some of her Popular Tales.

564. Do many students from the Institution of Belfast subsequently enter the Dublin University?—Several.

565. Do the greater proportion?—By no means.

566. What proportion would you say of the total number?—I must speak very much at random, but I should think not more than one in 20.

567. From what classes of society are the students in general who attend the Belfast Institution?—There are sons of country gentlemen, who attend the college department for the purpose of procuring a liberal education; there are sons of merchants, and persons of the same rank in society, who attend for similar objects; but the students who form the main staple of the Academical Institution, are candidates for the ministry in the Presbyterian church, who chiefly come from the families of farmers, shopkeepers and ministers.

568. Can you give the Committee any idea of the proportion which these last bear to the other classes which you have just mentioned?—The proportion varies in the different classes of the college; in none I think does it fall short of two-thirds; in others it may amount to a larger proportion; in the divinity and Hebrew classes candidates for the ministry constitute the whole.

569. Do you find that the number of students who come for purposes of general education, without any reference to entrance at Trinity College, or to devoting themselves afterwards to the Presbyterian ministry, is increasing or decreasing?—It is increasing; but still it is much smaller than the friends of education could desire.

570. To what do you attribute that indifference to education amongst the middling classes of society?—I believe that the blessings of education are still, by a large proportion of people, inadequately appreciated; and I think that unless young men could have some motive placed before them, such as the receipt of the usual testimonial or degree, certifying in the customary and well understood form that they have passed satisfactorily through a college course, they will not in many cases put themselves to the trouble and expense of going through such a regular course.

Rev. *John Scott Porter.*

17 July 1835.

course. This is a testimonial which the Royal Institution cannot, at present, confer.

571. If other outlets for intellectual exertion were opened, for instance, in the engineering department, in scientific agriculture, and other practical applications of science, and certificates were given for progress in each of these departments, do you not think it would be a great advantage to the students generally, and to the several learned professions, which are at present considerably overstocked?—I think it would be of great advantage to the country, and especially to the students themselves; indeed, I may observe, that a taste for engineering has in some degree sprung up in the north, and to this I may in part attribute the increase of the drawing school, the art of preparing mechanical and architectural designs, plans, elevations, &c., being there taught, as well as the other branches of the art.

572. If the Board of Works in Ireland were to require certain certificates of previous study in the engineering department, and means were provided in the Belfast Institution for the cultivation of that branch, do you suppose that you would have a considerable number of students dedicating themselves to that profession, who study for the profession of medicine or the profession of the law?—I think now it very probable that to a certain extent such a result would arise; I have seen, in the drawing school of the Academical Institution, two young men who were employed in the Trigonometrical Survey, and who availed themselves of the advantages which the Institution held out in order to improve themselves in their professional acquirements. But if the question refers more to the desirableness of enlarging the range of study in preparing for that profession: I conceive such an enlargement would have a tendency to raise that profession in the public estimation, and thereby to attract more students.

573. The Board of Works has complained, that the individuals presenting themselves for County surveyors in Ireland, have been in many cases inadequately prepared for that profession; do you conceive that this inadequacy has arisen from the want of sufficient attention to this branch of science in the collegiate system of Ireland?—I conceive, that under the present system of public institutions, a person desirous of qualifying himself as a civil engineer, has scarcely an opportunity of receiving any suitable or appropriate instruction whatever, with reference to that particular object. Under the common system of education, there is no instruction provided specifically with a view to qualify young men to act as civil or military engineers. For such instruction they have generally to resort to the offices of those who are actually engaged in practising the profession, or to military colleges.

574. Are there many who are employed in the engineering department in Ireland, taken from the military colleges of England?—I am unable to speak with certainty upon that subject. I know one young man who was employed in the Trigonometrical Survey, and who had been educated in one of the military colleges or academies in England; and another who had received his education in France.

575. If then on the one hand the public officers of the country were to require a certificate, and on the other hand the educational institutions of the country were to provide the instruction, have you any doubt there would be numerous students disposed to dedicate themselves to those branches?—I have no doubt there would be several students inclined to dedicate themselves to those branches of science, and with great advantage to the public service.

576. Do you think the same rule might be advantageously extended to other branches of the public service, such as employment in the Excise and in the various public duties of inferior magistrates, or attendants upon magistrates, and to situations which at present are in the hands of individuals, in many instances, totally incompetent?—I should think it must be so, reasoning only from general principles; but to such subjects I have not devoted sufficient attention to enable me to give any very precise answer.

577. Are you aware that in Prussia the civil government requires a course of preliminary study adapted to the situation to which a young man destines himself, should be gone through, before he can become eligible to such situation?—I was not previously aware of it.

578. And that consequently the duties of the public service in Prussia are discharged with greater attention than in almost any other country in Europe?—I have often heard travellers speak of the skill and expertness of the Prussian functionaries.

579. Do you see any objection to the adoption of similar regulations in this country?—

Rev. *John Scott Porter.*

17 July 1835.

country?—I see no insuperable objection to it; and so far as my humble opinion goes, which however is worth very little, I should certainly recommend it.

580. It would then be necessary to establish, in our public institutions, schools fitted to prepare for those several public duties?—It would be necessary either to establish separate schools for the purpose, or to cause the introduction of the requisite branches of study into the schools already established.

581. Which of the two courses would you prefer?—At present it would perhaps be impossible to carry the design into execution without employing an additional class of masters; but in process of time masters might be raised up, who would be competent to undertake it in connexion with the usual branches of instruction.

582. Are there not branches in the Institution at Belfast, which might be made subservient to such courses, without the necessity of establishing special and distinct courses?—I think there are schools and classes established which might be made more or less available for the purpose. In the mathematical school the principles of the mathematics are taught, and well taught, but not with reference to this particular branch of service; now, when the principles have once been established, the application follows so easily, that I conceive the requisite mathematical knowledge for the departments of engineering and excise, &c. might easily enough be introduced into the mathematical school, with scarcely the consciousness of change, and so likewise in the drawing school.

583. In the same manner might you not, by a little improvement, form a very good preparatory course for individuals destined to fill the situations of foreign agents, consuls and other persons employed under Government, either in the Colonies or foreign countries?—We might; and by the establishment of classes for foreign languages, and by our endeavouring to excite a taste for statistical inquiries in the minds of our students, we are endeavouring to effect this object in some degree, but at the same time we labour under a great number of disadvantages.

584. Can you point out the obstacles which exist, or which might be supposed to exist to such improvements?—An education directed exclusively to this end, would of necessity at first be sought for only by a few. In order, therefore, to procure a remuneration for the persons engaged in communicating it, it would be requisite either that the fees should be high, which would deter the students from embarking in the prescribed course of study; or that a salary should be provided by the State in addition to more moderate fees paid by the persons attending upon the instructions. Pecuniary means for this purpose are not at our disposal.

585. This would not apply to studies already existing in the Institution, but to any addition that might be made for the purpose of more specially fitting individuals for these several situations?—Of course, to such additions only.

586. Are you aware that a system quite analogous to that has been provided by the East India Company, preparatory to the admission of candidates for their various public situations?—I am aware that such an education is provided both for the civil and military officers of the East India Company.

587. And that it has been attended with great advantage to the interests of the public and the advancement of the individual?—I believe there is no class of public functionaries under any department of the government, who are better fitted for their various employments, than the civil, military and naval officers of the East India Company.

588. Do you see any great difficulty in the application of that principle in Ireland at this moment?—None, except that arising from the want of funds from public sources.

589. Do you think that Government, by a judicious and at the same time a liberal application of the public money, could effect such improvement?—I think that Government would find a liberal disbursement of money for such objects the best economy.

590. Do you think it would not only elevate and improve those several professions which have been referred to, but that it would also disembarrass the other professions of a number of candidates who are driven to them by the circumstance of their not having other outlets for their industry and talent, to which they might probably be much better adapted?—There is a general complaint that other professions are overstocked, which I conceive might to a great extent, and probably would, be obviated by the means now suggested.

591. Do you not conceive that the circumstance of professions being overstocked, militates not only against the interests of those professions, but also against the general advancement, intellectual and moral of the country?—I am sure it does,

for

Rev. *John Scott Porter.*

17 July 1835.

for no matter how liberal any profession may be, still every profession has a tendency to accustom the mind to one particular species of reasoning, and to tie it down to the consideration of one particular class of subjects, and thus to cramp its powers, and narrow its objects; hence it has been asserted that very few of those who have attained distinguished and commanding eminence in any profession, have been equally remarkable for their general reach of intellect and information. If, however, there were a more numerous range or class of professions provided, the members of each would of necessity be thrown more frequently into contact with persons belonging to the others; and thus the peculiar inconveniences which result from want of enlarged intercourse with the world, might in a considerable degree be averted. In the present aspect of society, lawyers chiefly are conversant with the minds of lawyers, divines with those of divines, and physicians with those of physicians; but if lawyers, divines and physicians bore a smaller proportion to the aggregate mass of professional men, they would of necessity be brought more frequently into contact with persons whose pursuits differed from their own, and in order to maintain their rank and place in society, they would be obliged to acquire that general information and enlargement of mind by various study, which, after all, is the best means of enlightening and civilising a community.

592. The tendency of the extension of education is to throw individuals upon the learned professions; do you not think it therefore essential that if education is to continue to make the advances that it has done, it will be necessary to provide other outlets for the educated than what exist at present in the learned professions?—I think multiplication of learned and liberal professions, professions not only learned liberal in name and fact, but which shall be generally regarded and considered as such, would be a great benefit.

593. Do you consider that the circumstance of the professions being overstocked produces in the community a great want of tranquillity and order and content, which would not be the case if every one found sufficient occupation for his talent and industry in the different ranks of intellectual industry?—It has been said, I know not how truly, that a great deal of political agitation, at least, has arisen from unemployed professional men.

594. Can you give the Committee an outline of the constitution of the Belfast Institution?—By the Act of Incorporation the body politic of the Institution consists of donors of 20 *l.* for the purpose of the Institution, and the representatives of such donors, and the ministers for the time being of congregations which have contributed 20 *l.* for the same objects. These form the corporation; and elect, as by the same Act they are authorized to do, from their own body a president, four vice presidents, twenty-four managers, and eight visitors, to conduct the affairs of the Institution. There are also several official persons who, by the Act of Incorporation, are visitors for the time being; those are the Lord Primate of all Ireland, the Lord Bishop of Dromore, the Lord Bishop of Down and Connor, the Provost of Trinity College, Dublin, the Moderator of the General Synod of Ulster, the Sovereign of the town of Belfast, the Constable of the Castle of Belfast, and the Representatives in Parliament for the counties of Down and Antrim, and for the borough of Belfast. All those are visitors *ex officio*, and as such have a right to be present at all meetings of proprietors, managers and visitors, to inspect every department of the Institution, and to report their opinion upon the same; and also to confer with the managers in the appointment of head masters in the different schools, and professors in the college department; and generally in framing regulations for the improvement of the course of instruction pursued in the Institution, and for the maintenance of discipline and order. I must observe, that the proprietors can receive no profits from their several shares; no dividend is ever declared, nor have they any advantage resulting from their contributions to the Institution, except that donors of 100 *l.* or upwards are authorized to nominate one pupil to receive a complete education; that is to say, to attend any classes or schools taught in the Institution, which he himself, or his parents or guardians, may desire.

595. Can you point out to the Committee any portion of that constitution which might be improved?—I think it might be desirable to give the privileges of proprietors to persons subscribing annually a smaller sum than 20 *l.* for the purposes of the Institution during the continuance of such subscription; but except this, I do not see that any change of the system is necessary.

596. Do you approve in general of Proprietary schools or establishments?—I do.

597. Do you think them more efficient than institutions established by Govern-

Rev. *John Scott Porter.*

17 July 1835.

ment, and supported either by subscription or assessment?—I think that local attention and interest are absolutely necessary for the well-being of every school, and such attention and interest, under our system, are secured by the presence and inspection of the proprietors and their officers. That the same object might be attained by other means, I have no doubt, but that this is one means of attaining it, and, generally speaking, an efficient means, I am equally certain.

598. Is there not some difficulty in establishing an institution to obtain a certain number of subscribers sufficiently wealthy, and sufficiently interested in the cause of education, to commence such establishment?—In large towns and populous places, such as Belfast, the difficulty will always be less felt, and, generally speaking, it would be most felt where such institutions are most wanted, because in them a taste for education does not prevail.

599. In such cases then it perhaps would be advisable that Government should originate the institution; but, in order to preserve the feeling of interest which you have described as so necessary, the people at large, or certain local bodies, should be called upon to support the establishment when it was once created?—I am quite convinced that under that system the good effect which I anticipate from local interest and influence bearing upon the school would be felt.

600. Do you find any inconvenience arising from the number of proprietors or visitors in the management of the Institution?—No, but on the contrary, I have sometimes perceived a disadvantage arising from the fewness of those who can be brought to attend at our meetings.

601. May not that arise in a very great degree from the number of persons who are entitled to attend?—Perhaps it may; as a general rule, I believe it is best that boards, which are to do business well, should not be very numerous.

602. Do you not find that so many persons being constituted visitors *ex officio*, renders the whole body comparatively inoperative, and that if a smaller number of persons were appointed, really anxious for education, and even paid for the purpose, they would feel a greater anxiety in doing the business of the Institution than so large a body, constituted in the way you have described?—With regard to the right reverend prelates and honourable gentlemen who are members of the board of visitors *ex officio*, I must state that I for one regret that they have taken so little interest in the affairs of the Institution, and so little share in its management. Occasionally at elections for professors we have had the assistance of the Sovereign of Belfast and of the Lord Bishop of Dromore, and perhaps some others of the official visitors; but, generally speaking, they do not attend our meetings, and, in fact, are almost as completely unacquainted with our concerns as if they had no right to interfere in them.

603. What do you conceive to be the advantage of *ex officio* visitors?—I believe the advantage which was contemplated at the period of framing the Act of Parliament was, that they, by their presence on all occasions when they might think it necessary to attend, should give to the Government an assurance that the affairs of the Institution would be managed in a spirit of deference to the constituted authorities of the country, in Church and State.

604. Do you conceive that at the same time they were calculated to give confidence to the different classes of the people?—They are persons well qualified to give confidence to the Parliament; I believe it was with reference to Parliamentary support that this provision was first inserted in the Act.

605. If with that body of official visitors you could combine also a certain number of men really deserving the name of working men, do not you conceive that the disadvantages which you have described would not be so seriously felt, and that the advantages would still continue to exist?—I do; and to such a body of men I should not only be inclined to give that power which the official visitors exercise in common with the visitors elected by the proprietors, but likewise a superintending authority and control over every department of the Institution.

606. Might not these good effects be produced by allowing the general body of visitors, constituted as you have described, to appoint a Committee, and to pay this Committee for the execution of the important duties entrusted to the Board of Managers and Visitors?—I should object to the payment of any committee of the board of managers and visitors; I think such situations would be regarded as objects of desire, and the creation of them would have a tendency to introduce jobbing, than which no practice can be more pernicious.

607. Is the motive to attend strong enough without recompense?—Upon all matters of considerable importance to the well-being of the Institution, we can procure

procure the attendance of a board as numerous as we want; but upon routine business, when no special matter is alleged in the summons for calling the meeting, it sometimes happens, in the board of visitors especially, that there is not a quorum present.

608. You are probably aware that in the management of Fever Hospitals in Ireland, it is not unusual for the whole body of governors to choose a Committee, who remain in power during the year, and discharge the routine business of the charity with considerable effect; would there be any objection to apply this species of arrangement to the Board of visitors and managers of the Belfast Institution?—The same principle is followed to a considerable extent in the boards of managers and visitors; they are renewed every year by fourths; there is every year a general meeting of proprietors, at which six managers and two visitors are elected, together with one vice president and treasurer and secretary, in the room of the same number of officers who vacate by rotation. We have, therefore, the principle of annual election by the proprietary body.

609. They choose the joint Board?—They do; they choose every year, one-fourth of the joint board; thus in four years the whole directing body is renewed. The managers and visitors chosen at any election, remain in office four years. Every year one-fourth of the board vacate their offices, and successors are appointed.

610. Is not that Board, constituted as you have stated, too numerous for the purposes of routine business?—I have not found any inconvenience resulting from the greatness of the number.

611. Are you aware that it is not unusual in England to pay Committees for sitting, by the day, and that according to the number of days they sit, is the amount of their salary at the close of the year?—I am aware that such a regulation does exist in several of those companies in which money is lodged for profitable investment; as for instance, banking companies, insurance companies, mining companies and others; but I am not aware that such a regulation prevails in the government of any of our charities or institutions for public education.

612. Do you think that without payment you can insure the regular attendance of the most working men, in connexion with the Institution?—Undoubtedly; there are several members of the joint Board who make it a point to attend; they consider notice of a meeting as equivalent to an engagement, and regularly attend at all meetings when they are in Belfast, unless they are prevented by illness or by some very important business.

613. If the Board were well constituted, and the election to it considered an honourable social distinction, do you think an efficient board might be obtained?—I think the board is both well constituted and efficient; I think also, that it is regarded as an honourable social distinction to be a member of the board; I know it is so regarded by myself.

614. Do you find that the Managers unnecessarily interfere with the Professors or Teachers of the collegiate department?—No: on the contrary there is every desire to respect their feelings and situations, as gentlemen engaged in a laborious but exceedingly honourable pursuit.

615. Is there a reciprocal feeling of confidence on the part of the professors, in the Board of managers and visitors?—I cannot speak with the same certainty upon that point, not being myself among the professors.

616. Have you had any reason to observe a contrary feeling?—I think I have observed indications of a contrary feeling on the part of one or two teachers in the Institution, and I am sorry to observe it; for I consider the feeling perfectly uncalled for. There is nothing in the disposition or in the operations of the joint board that ought to excite any such suspicion.

617. Can you give an outline of the course of education pursued in the Academical Institution at Belfast?—The Institution, for the purposes of instruction, is divided into two departments; the School department and the College department.

The School department consists of an English school, in which are taught orthography, reading and recitation, grammar, composition, geography and history: secondly, a Writing school, in which the plain and ornamental hands are taught, as also short-hand: thirdly, the Mathematical school, in which are taught arithmetic, geometry, algebra, the conic sections, differential and integral calculus, the elements of chemistry, and the elements of natural philosophy: fourthly, the Classical school, in which the system of instruction has been modelled, chiefly with a view to the course required of the candidates for entrance in Trinity College, Dublin.

Rev. *John Scott Porter.*

17 July 1835.

The upper classes, however, read the works of Sophocles, Euripides and Æschylus, and probably other authors besides, which are not read for entrance in that University: ancient history, geography and chronology, are also taught in that school with great accuracy and success: fifthly, the French and Italian school; and sixthly, the Drawing school, in which pupils are taught according to their respective tastes and acquirements; figure drawing, landscape and composition in the different styles, pencil, crayon, Indian ink, water colours and oil; architectural and mechanical drawing are also taught in that school.

The College department, which consists of the following classes: 1. Latin; and 2. Greek (under one professor); 3. Mathematics; 4. Logic, and Belles Lettres or Rhetoric; 5. Metaphysics and Moral Philosophy; 6. Natural Philosophy; 7. Hebrew; 8. Anatomy; and 9. The Irish language. To this department is annexed an elocution class, under a separate teacher, and also two classes of theology, instituted by two Presbyterian Synods, who have students attending the Institution. I must observe that the Institution itself endeavours to preserve a strict neutrality upon the subjects of religion and politics; and by the tenure of their different offices the masters and professors are required strictly to abstain from all interference, direct or indirect, with the religious sentiments of the pupils committed to their charge. The Institution, however, offers accommodation to any religious body having students attending its classes, and which may be willing to found a professorship of divinity for their exclusive use. The offer has not been embraced by any but two; the General Synod of Ulster, and the Presbyterian Synod of Ireland. There exists, however, in the board of management, (and upon this point I can speak from authority, for the subject has been brought before the board, and the opinion of the members decidedly expressed upon it,) there exists every desire to afford equal facilities to members of the Established Church and to Roman-catholics; and, in fact, I was myself appointed a member of a sub-committee for drawing up an application for the foundation of such a professorship, to be addressed to one of the right reverend prelates of the establishment. This letter, after being reported to the joint boards, and approved, was held *in retentis*, and still remains so, because it was intimated to us, that by sending it forward, we might place the respected individual to whom it was addressed, under a difficulty, arising from his position with reference to some members of his own church; from that circumstance alone the letter was suppressed; but our desire remains unchanged.

618. In what year was that letter written?—Last year.

619. Was any application of a similar kind made to the Catholic bishop?—Never, so far as I know; perhaps, however, the circumstance may have arisen from the smallness of the number of young gentlemen of the Roman-catholic persuasion who have studied in the college department; some such young men have studied there, but only a few; and those not intended for the church.

620. It appears from the statement you have given in, as if it were imperative upon every student to attend the Hebrew lectures, but not imperative to attend the Latin lectures; is it therefore considered in the college that the study of Hebrew is indispensable, and that of Latin optional?—I am glad that my attention has been called to this point. It is considered that the study of Hebrew is essential for candidates for the sacred ministry, and it will be observed, that it is upon such only that attendance upon the Hebrew lectures is made imperative. With regard to Latin, it is presumed that every young man, seeking admission into the college classes, is already sufficiently acquainted with that language; that, in fact, he comes to the college previously furnished with a sufficient stock of Latin; but although attendance upon the Latin class is on this account left optional to the students, every student on entrance is examined in Latin, and at the examination for his general certificate at the close of his three years' course, he is subjected to a second examination of a more searching nature. It will be seen by the returns on the table, that although attendance upon the Latin class is left optional, still it has been attended by considerable numbers. I must add, however, that I regret this arrangement; I conceive that every student should be required to attend not only the Greek class once, but both Greek and Latin for two years at least, if not for the whole time they are going through the under-graduate course, and that is one of those improvements of which I think our system is susceptible.

621. What is the character of the instruction given in the Latin class of the college?—I cannot speak from actual acquaintance with the Latin class, as conducted by the present professor; I studied in that class under his predecessor, and then, certainly,

certainly, the instruction was not of a higher order than that generally communicated in the upper classes at good classical schools.

622. What books are chiefly read?—I recollect reading Livy, Terence, certain satires of Juvenal, and certain portions of Persius; I may observe, however, that the whole course pursued in the college department is minutely detailed, and as I have reason to believe, accurately stated in the pamphlet which has been placed before the Committee, dated 1832; and to this I beg to refer for full information upon such subjects.

623. Is the course of instruction stated in this pamphlet *bonâ fide* followed up at present in the College?—I believe it is strictly adhered to, with one exception. Generally speaking, our professors, in composing their lectures, have attempted to introduce too many branches into their courses of lectures; in consequence, they seldom have time to complete the delivery of their entire course of lectures, as laid down in the syllabus, in any one year; and therefore one session it may happen that one branch of the course of lectures shall be omitted, and another year a different one, and so on. This I know to be the case sometimes, from having myself attended the lectures of one professor twice, and observed such variations in the course.

624. As there is not sufficient time given for the development of those several courses of lectures, do you think it would be an improvement to enlarge the period of the sessions of the college?—Manifestly; and, in my opinion, an improvement which is urgently wanted. There are at present six months vacation in the college department; that long interval between the sessions has been adopted in compliance with the practice followed in the Scottish University, upon which this department of our Institution was originally modelled; I regard it, however, as being by much too long.

625. To what time would you restrict the vacation?—I should think four months, at the very outside, would be amply sufficient for all the purposes of a student; I should prefer seeing it shortened to three.

626. Would that alteration interfere with the number of pupils who attend the college?—Such a fear is entertained by some of the professors: for my own part, I do not entertain it; for I am quite confident that a greater length of the session would have had no effect in preventing me from attending the classes, although I believe I was just as anxious for my ease, and as much limited in my finances, as most of those that have come to the college.

627. In looking over this course of studies adopted in the Institution of Belfast, it appears that in many instances more recent writers have been adopted; do you find the professors inclined to make use of improvements, without reference to any prejudices that may exist, either on the part of the parents or of the pupils, against them?—It not only is the inclination, but it is, I think, the duty, and I am sure it will ultimately be found to be the interest of the teachers to adopt every improvement, without regard to any prejudices or prepossessions, excepting religious prejudices or opinions, and with these they are bound not to interfere. I am not aware that any prejudices exist against improvements in the course of education with which it is necessary for our teachers to contend; but rather think that a desire is ntertained by the public at large, and especially by parents, to have the system of instruction as much improved as possible.

628. It has been stated in evidence before this Committee, that objections have been made occasionally by the parents of pupils to any improvements in the text-books, from either the difficulty of obtaining the books, or the expense connected with such changes; do you find that to operate?—Objections would be made to the unnecessary multiplication of text-books, because parents in sending their children to school, or their sons to college, have a right to expect that they shall be put to as small an expense in furnishing such works for their children, as is compatible with their sound and solid instruction; but as to the selection of the text-books, I am not aware that any difficulties have been experienced; in fact, I think the parents would be glad to avail themselves of the superior information of the teacher upon such a point, and willing to allow him to choose those which he thinks most useful.

629. Does not the parent sometimes interfere by refusing to pay the expense of necessary books?—I have known parents complain of the expense of books, but I never knew a case in which the parent refused to allow a book to be purchased, or to pay for it when ordered.

630. Have you seen, generally speaking, in the minds of parents an increasing

Rev. *John Scott Porter.*

17 July 1835.

estimate of the value and importance of education?—I have, and I regard it as a good omen for the future welfare of our country.

631. Do you think it advantageous that the Irish language should be studied, or do you think, on the contrary, that if no instruction be given in the Irish language, the lower classes of Ireland may be led to acquire the English language, for the sake of the information they may obtain by such means?—The English language has been acquired by a great number of the lower classes in Ireland, for the sake of the convenience it affords in the transaction of business; but I cannot say that they have acquired it for the sake of obtaining literary information; I know that the professional men who understand Irish have a great advantage in their intercourse with the lower classes in the south and west of Ireland.

632. Do you not think the Irish language may be used with great advantage as an instrument for teaching English?—I do not understand how a child can be well taught English without it, if Irish be his vernacular tongue.

633. Are you aware of the circumstance that considerable embarrassment has occurred in Brittany, in the communication of instruction to the Breton peasantry, in consequence of the unwillingness of the authorities to employ the Breton language?—I was not aware of the fact.

634. Do you not think that the Irish language might be made an instrument of great importance in the communication of education generally, and even as a means of introducing the English language itself?—I have no doubt it would be the most efficient means of introducing education generally into those districts where the Irish language prevails. As to the introduction of the English language, I do not see how it can be well taught to children whose vernacular language is Irish, without affording them books written in the Irish tongue; and I believe that such a difficulty has been actually experienced, both in Ireland and in Wales.

635. Do you think that any advantage grows out of the employment of the ancient Irish alphabet in giving instruction in the Irish language?—I am not myself an Irish scholar, but I think that if I were, and especially if I regarded the Irish as my vernacular tongue, I should unquestionably prefer to have it in the character which has been so long associated with the language. Besides, I have been informed that there are different marks and abbreviations, chiefly consisting in the use of a point of force somewhat analogous to the dagesh of the Hebrew, which renders books printed in the Irish character somewhat cheaper than they can be given in the English character.

636. Is it your opinion that the people of Ireland would learn English sufficiently by intercourse with the English, or with those of their countrymen understanding English, or that it would be desirable that their teachers should be regularly instructed in the Irish tongue?—I think, for the purpose of communicating a sound and valuable knowledge of the English tongue to children who do not speak it, it would be exceedingly useful that the instructor should be acquainted with Irish. An instructor acquainted with Irish will not only be able to disseminate a knowledge of the English tongue among a number of persons who might otherwise continue to be always ignorant of it, but likewise he will lay a foundation for a grammatical and systematical study of the English language, which surely will be much better and of a much more useful kind than that knowledge of it which may be caught up in common conversation with persons not always, nor even generally, of the higher rank of life, and of course encumbered with many vulgarisms, provincialisms, and Irish idioms.

637. Is not experience opposed to your opinion; is it not found that people speak a language much more correctly who have learnt it early in life from an ignorant master, than those who later in life have acquired it from a learned one?—That arises, not from the superiority of the teacher or the mode of learning, but from the much greater practice in speaking. The associations that we have with the expressions in our vernacular tongue are so frequent, that we can scarcely ever lose them; while the associations that we form with a foreign language are much less frequently repeated, and therefore much more likely to be obliterated. I should wish to add, however, to my answer, that I conceive that when a sufficient foundation has been laid in the acquisition of a tolerable number of words, and an acquaintance with the principles of a foreign language, in order to obtain an acquaintance with it of the best kind, it is necessary to speak it frequently or habitually for some time. It then becomes semi-vernacular.

638. Was not one of the objects of the Institution of this Professorship the preservation of the fragments of Irish literature which still exist, and the hope which

Rev. *John Scott Porter.*

17 July 1835.

which might be held out of discovering others?—The Irish class was instituted that it might afford a facility of acquiring that language to persons designing to settle in the south, whether as clergymen or as professional men, and also as a means of preserving such relics of Irish literature as are yet accessible to the learned from falling into decay, and of elucidating the study of Irish antiquities. The number of persons whose minds are accessible only through the Irish language, is not very great at present. At the same time the language is spoken as their vernacular and the beloved mother tongue by a great number of our population; and those who wish to influence their hearts and feelings, find it very often necessary to address them in Irish. I have been told, for instance, that in extensive districts of the south of Ireland, the clergy of the Roman-catholic church address their flocks in the Irish tongue, and that in that way they obtain an access to their feelings, and an influence over their hearts, which the same discourse, though it might be equally distinctly apprehended, would not produce if delivered in English. As they say themselves, the Irish comes warm to their hearts.

639. There appear a great number of different writers quoted in the Syllabus of the course; are these writers to be found in the libraries of the Institution?—I believe all, without exception.

640. Have the students access to these libraries?—The students have access to the general library of the Institution upon payment of the matriculation fee of 5*s.* per session. They have access to particular libraries attached to the different classes, upon payment of a smaller fee, I believe 2*s.* 6*d.* I can, if necessary, furnish the Committee with the catalogues of both the general and the class libraries up to the last edition.

641. In the Logic course it appears, that the same reference to foreign works or to the general progress of that department of science is not so conspicuous as in either the Classical or Mathematical or Natural Philosophy course; it appears that it is principally confined to the English and Scotch schools; is there any reason for the exclusion of the German and French?—The Logic class, as I have already stated, is attended as the first class of Mental Philosophy into which the student enters. The students generally come into it with less previous knowledge or preparation than into the other classes, and therefore, those works which are accessible to merely English students, are much more desirable for their purposes than those which would require them to have recourse to foreign sources. Indeed, with reference to the German metaphysicians, (with the exception of those whose works have been translated into English,) I should say they are completely inaccessible: the German language not being understood by perhaps one student in three hundred.

642. It appears that they do not give even an outline of the leading features of the German schools?—Such an outline is not given, and I, for one, regret the omission.

643. Do they apply any portion of their time to the study of the early metaphysicians; the question refers principally to Aristotle and Plato?—Scarcely any; at least, to the study of their original works.

644. Do you not conceive it almost indispensable that a competent knowledge should be obtained of these first inventors of the science?—To have a masterly and comprehensive view of the science of the human mind, I conceive it would be necessary to begin with the study of the principles inculcated by those writers. I may state, that although the works of Plato and Aristotle are not introduced into the course, a general view of their philosophical opinions is given in a short history of philosophy with which the course of lectures in the Logic class usually commences.

645. What history of philosophy is used?—The professor has constructed a short course of his own, principally, as I believe, compiled from Brucker and Enfield.

646. Is the translation of Tiedman's work used?—I do not think it is, nor do I believe it is in the library.

647. Is Composition much adopted in the several courses of Latin, Greek and Logic, and the different other departments of the Institution?—Composition in the Latin and Greek languages is not by any means extensively pursued; composition in English is sedulously cultivated; essays and exercises relating to the business of the class are given in by every student once a week in all the classes. I conceive that one great advantage which the student derives arises from the necessity under which he is placed of arranging and expressing his ideas in English composition. Subjects are prescribed, on which all the students are required to give in essays at the

Rev. *John Scott Porter.*

17 July 1835.

the appointed time, unless prevented by sickness or other good excuse; and voluntary essays, that is to say, essays upon topics not prescribed, are always received with pleasure by the professors.

648. Are these voluntary exercises numerous?—They depend very much upon the taste that happens to prevail in the students of each class for the particular year. During the time that I attended the college they were, I thought, tolerably numerous; I find that they have since become much more common.

649. Do you accustom the students to frequent analysis, either in composition, or *vivâ voce*, of the books they are reading, and to detailed criticisms upon their several merits?—The exercises prescribed are usually distinct essays upon different branches of science, into which the students are at liberty to introduce as much as they please of analysis from other writers; but, generally speaking, the mode of analysis is not followed.

650. Are you aware that in some of the German schools a course is adopted in teaching composition which has been found very useful: a subject is given, and the pupil is directed to books which treat of that subject, particularly in historical composition, and allowed to compare and to discriminate between the several opinions or statements which are made, and premiums are given for the more or less skill with which this task is executed; do you conceive that this would be an advisable improvement?—I have heard that such a method is pursued to a considerable extent in the universities and schools of Germany, and I regard it as a very good one. At the same time, from the quantity of research which the execution of such a task in a competent manner would require, and the great length of time it would occupy, I think it a more suitable subject for competition for a prize than as a regular class exercise.

651. Do they apply the study of the Arts in any manner to the illustration of Classical literature?—I believe the professor of Greek enters tolerably extensively into the state of the Arts in the different historical periods of Greek literature.

652. Have you any collections of casts from the antique, or gems, or engravings, or models of subjects to which, in the course of his lecture, the professor of Greek or Latin might refer, with a view of illustrating the author he had in hand?—When I attended the Greek class, the professor occasionally made use of the plates and inscriptions found in Gruter, Grævius, and Gronovius, for this purpose; but I understand the practice has been pursued much more extensively since I ceased to be a student.

653. Would you not recommend it, as a very excellent mode of interesting the pupil and giving a taste for the Art, and at the same time of more perfectly illustrating, not merely the technical meaning, but the real beauty of the passages in the Classics?—I have no doubt of it whatever.

654. Do you conceive that any obstacles exist to its general introduction in all classical schools?—I do not think that any obstacles exist that are insurmountable. It would put the teacher to some little expense; it would entail some little trouble; but I think the expense and trouble would be amply rewarded by the additional progress which his pupils would make, and the increased satisfaction with which they would follow him in his prelections.

655. Are you aware that a collection of casts from ancient gems may be had for a few pounds?—I was not previously aware of it; but being aware of it, I shall endeavour to procure such a collection for the purpose of the Institution.

656. Do you use, in the different departments of the Institution, engravings or maps, or other means of visibly illustrating the studies of the pupils?—Maps are extensively employed, both in the English school, where modern geography is taught, and in the Classical school, where ancient geography is taught.

657. Have you got Statistical maps of any description?—I have seen, upon some of the maps, statistical tables printed upon the margin; I have also seen in the school a map constructed upon the same principle as Priestley's chart, on which was traced, by an undulating line, the rise and fall of the prices of different articles, such as corn, stocks, &c.

658. In Latin and Greek composition, is verse much cultivated?—The original Latin composition which is required, is, I believe, almost exclusively verse composition.

659. Has the Institution reached a high degree of eminence in that department?—I have seen some copies of verses which were, in my opinion, extremely creditable.

660. Is the Mathematical course particularly attended to?—It is made an object of

of interest to the student by his being required to attend that course, and to submit to examinations upon it, before he can take his general certificate.

661. Are any essays required upon mathematical subjects by the students?—Mathematical exercises are regularly prescribed.

662. Have they reached any considerable proficiency in mathematical science?—Instances have occurred of extremely creditable proficiency; but, generally speaking, I should say not. The students almost always confine themselves to the elementary course which is required for obtaining the general certificate, such as decimal arithmetic, elementary geometry, algebra as far as the end of quadratic equations, plane trigonometry; and sometimes the arithmetic of sines, spherical trigonometry, and the conic sections. The higher branches of mathematics come into the senior course, and this senior course, as I have already stated, is not frequented by nearly the same number of students.

663. Do you introduce the more modern French writers into the course?—The course is entirely modelled upon the French writers. The text-books in the senior class, the year that I frequented it, were, Lacroix upon the Calculus, and Lagrange and Delambre upon the theory of numbers.

664. Is the doctrine of Probabilities taught in any form?—Not in a mathematical form, nor in the mathematical course; it is embraced in the subjects of the Logic course.

665. What writers have you adopted upon that subject?—A very brief outline of the general principles of it is given. I think the professor generally contents himself with such an outline of the doctrine as is to be found in Campbell's Philosophy of Rhetoric, and other popular works.

666. In studying Natural philosophy, do you take care to make application of its several branches to the practical purposes of the artisan and mechanician?—The professor seems to me to take especial care to make his course generally available for practical purposes; he seems to prefer such views of natural philosophy as bear a relation to the arts and purposes of life.

667. Do you find this productive of much advantage to the pupil?—It certainly attracts the pupil's attention, and fixes his memory upon the subject much better than a more abstract mode of communicating information would do.

668. Does the Institution possess a collection of models for the purpose?—There is an excellent collection of models illustrative of the elements of machinery, and a few of the more complex machines.

669. Have any of the pupils been encouraged to invent machinery themselves?—I am not aware that direct encouragement has been held out, but I have no doubt that if such invention were to take place it would be liberally rewarded.

670. Would it in your opinion be a good practice, in the course of that branch of education, to offer prizes for the invention of machinery, with a view to promote the application of Science to practical purposes?—There are different societies, both in Ireland and England, which embrace that object. I can see no harm in the multiplication of such societies; and in that way I should think it might be introduced with good effect into our Institution; but it would labour under this disadvantage, that in general our young men being intended for literary professions, as soon as they cease attending the natural philosophy class, leave off the application of what they have learned.

671. In the former part of your examination you stated that there were many who were neither destined for the learned professions, nor belonging to the higher class of society, who applied themselves to many of the scientific branches of the Institution, with success?—There are; and to such persons unquestionably this might hold out an adequate motive to devote themselves to one very interesting and useful branch of study.

672. Do you find much disposition to apply to the different branches of the Natural Philosophy course?—The disposition to apply to different branches is by no means equal. Those parts of the course which are popular, which admit of easy illustration by experiments, and which bear upon the practical arts of life, are in general much more relished by students, and command a greater degree of attention than those which are investigated by means of mathematical analysis. The mathematical parts of the course indeed, I may say, are in many cases lost to the students, owing to their want of the necessary preparatory knowledge of mathematics.

673. Is there a tendency in general to study the different branches of Natural Philosophy

Rev. *John Scott Porter.*

17 July 1835.

Philosophy without previous application to the mathematical course?—A very great tendency, and I think a most unfortunate one.

674. Do you think that has been encouraged by recent publications, such as Dr. Arnott's work, and those of others?—I found it to exist, as much as I am aware of its existing now, before those works were published, or at least before they had become so extensively diffused as to be likely to produce any general influence.

675. Do you find that it limits the progress of the student after having passed the mere elements of the Science?—Undoubtedly.

676. Is Natural History much attended to in its several branches?—Natural history is not introduced as a regular object of instruction in the Institution, nor is it, I believe, expressly taught in any seminary for general education in the British empire. This I regret. A taste for natural history, however, has sprung up among the pupils, and has been productive of good results. The pupils in the school department have of themselves established a Juvenile Natural History Society; they have a small collection of specimens, chiefly prepared by their own hands, and presented to a little museum, which is exceedingly creditable both to their industry and to their acquirements. They meet weekly, and read essays to each other, which, as might be expected, are chiefly compiled from writers upon the subject; still they are calculated to impart information to those who have not previously read the works from which the extracts are taken, and so far are useful. In addition to this, there exists in Belfast a Natural History Society, possessing a large and valuable building, containing a library, a museum, a lecture-room and rooms for the meetings of members. This Natural History Society was originally formed in the house of one of the professors of the Institution, and it consisted of himself and eight young gentlemen, who either were, or had shortly before been students in the Institution. Many of them have since made very extensive progress in the study of natural history, and in particular branches several of the members are well known to the scientific world.

677. Have you got a good collection of works upon Natural History in the library of that Institution?—The expense of erecting the building has been so great, and falling upon young men engaged in professional and mercantile pursuits, has pressed so heavily upon them, that they have not yet been able to devote so much of their funds either to the purchase of books, or to the procurement of specimens for the museum, as might have been desirable. By donation they have obtained several volumes of books, and a good number of specimens. They have also procured a few by purchase.

678. Had the Government originally erected a building for them, do you conceive that they would have relaxed in their endeavours to render the Library and the Collection as important as it now appears to be?—I cannot conceive such a result as possible; I know the devotion with which those gentlemen pursue their favourite studies, and I am certain that the enlargement of their means and facilities would only increase their acquisitions and their ardour for the science.

679. So that if the Government had erected the building, it is very probable that the Society would now be in possession of a large Library and a very considerable museum, the result of purchase by the very funds which they have been compelled to apply to the erection of the building?—I think it would have been so to a considerable extent; but I do not mean to say that they would have had at their disposal all the money which has been raised for the erection of the building: that being evidently an expensive undertaking, they received assistance from many individuals who might not have given anything towards the formation of a library.

680. It appears that no branch of Natural History forms a portion of the regular course of the Institution?—None.

681. Is it in contemplation to introduce into the course any branch of Natural History?—The visitors have endeavoured to foster the taste for natural history which exists among the pupils of the school department, by holding out premiums for competition at examinations upon different books of natural history. It is, I think, exceedingly desirable that regular courses upon natural history, including mineralogy, with its sister art of geology, botany and zoology, should be given in the Institution, but the subject has not been regularly taken up by the joint boards for want of funds.

682. Would you add to that course the application of those sciences to the practical purposes of life?—I think that every course upon every science ought to deal largely in explaining such applications, whether it be natural philosophy, that is to say, mechanics, hydrostatics, optics, astronomy, or whether it be chemistry or natural history,

history, or even general history. The utility of the application ought always to be made a prime object with the teacher of every branch of learning.

683. Do you think that in general in Ireland there is a considerable neglect in applying of scientific knowledge to the practical purposes of the different professions?—To the purposes of some professions I am sure there is; at the same time, I am not disposed to say that the deficiency is greater in Ireland than it is in other portions of the empire.

684. Do you think there is any considerable want of miners or geologists in the country, or of agriculturists, upon an improved and scientific principle?—I understand that large sums have been wasted by different gentlemen in various parts of Ireland, in fruitless search after minerals, where the slightest acquaintance with obvious geological facts would have been sufficient to show them that no minerals could possibly be expected.

685. Are you acquainted with any particular instances of the kind?—I am not acquainted with any individual who has thus expended money; but I have seen, in Mr. Sampson's Statistical Survey of the County of Londonderry, that shafts were sunk and borings executed for the purpose of obtaining coal in a district with which I am well acquainted, where it is evident, that if any coal could be obtained, it would be of such a nature as would not repay the expense of raising it, being chiefly that sort called anthracite, on the northern face of the basaltic range which extends from the River Bann to the neighbourhood of Dungiven.

686. Do you think it would be advisable in an improved plan of national education, for the middle classes to make the study of those several branches of Natural History a prominent object?—I am sure it would be a great benefit to the country; I think it is an object to which the Legislature ought to wish well.

687. Do you see any difficulty to the introduction of those branches; would it require any additional expense?—A small expense must be incurred in procuring the requisite specimens and books for the illustration of the course. A small annual expenditure would be incurred in order to remunerate the gentlemen who might devote themselves to such a branch of study; but I do not think the expense would be considerable.

688. If professors could be easily met with, do you think that pupils also would be found to attend their courses?—I think the circumstance of such a taste having induced children and young men, of their own accord, to devote themselves zealously to those studies, is quite sufficient to authorize me to return an affirmative answer to that question.

689. Do you think they would be sufficiently numerous to produce an adequate remuneration to teachers upon such subjects in our public institutions?—I should hope they would.

690. Is Chemistry much studied in the Belfast Institution?—A short view of the principles of Chemistry is introduced in the course of natural philosophy. Courses of Chemical lectures have been occasionally delivered within the walls of the Institution; and in the school department the head master of the mathematical and mercantile school, gives an outline of Chemistry to a tolerably numerous class. I examined this class after last Easter vacation, and was very much pleased with the proficiency of the pupils. I examined them upon a portion of a work on Chemistry, published by the Society of Useful Knowledge, to the end of the Ternary combinations, and little boys of the age of from 12 to 14 years, showed an astonishing acquaintance not only with the general principles of the science, but likewise with the minute structure and composition of a great number of the compounds, stating accurately, the number of primes which each contained, according to the latest investigations.

691. Then you see no difficulty in making either Chemistry or the several branches of Natural History, a portion even of elementary instruction?—I not only see no difficulty, but I see a great facility, and a great advantage. I think it would be found to attract students to whatever seminaries should furnish them with means of pursuing those studies.

692. Would you make them a portion of education in the higher class of elementary schools?—I would, if I could.

693. Do you pursue, in the study of Chemistry, the application of Chemistry to agricultural and commercial industry?—I am not prepared to speak upon that point, not having been present at any lectures upon chemistry delivered by the professor of natural philosophy, and having seen very few such references in the text-book from which I examined the pupils in the school department.

Rev. *John Scott Porter.*

17 July 1835.

694. Do you think it would be a great advantage to the improvement of agriculture, if it were made an integral part of the course in those public institutions?—I think it would.

695. Not only to the actual labourer, but to the proprietor of land, and every person in any way connected with agriculture?—Yes; I can state an instance from the authority of Mr. Sampson's Statistical Survey: there are a number of shells in banks in Lough Foyle used for the purposes of agriculture, and they serve as a substitute for lime; but when the settlers first came from Scotland and England to that quarter of the country, they knew indeed the utility of those shells, and used them for agriculture, but in order to bring them into as near a resemblance as possible to the state in which they had been accustomed to use the mineral, they first calcined the shells, to reduce them to lime. It happened, by accident, as it is said, that one individual was too lazy to go through this process, and, in order perhaps to conceal his own indolence, he spread the shells over his land in a crude state; to his great surprise, it was found they answered the purpose perfectly well, and that he and his neighbours had long been at an useless expense and trouble. Now, if those people had had a slight acquaintance with the chemical properties of earths, shells and soils, they would have known that all that the shell loses by being calcined is a little water, a little animal substance, and a small proportion of carbonic acid, which in no degree affects the value of the manure. In fact, the shell containing those principles is just as good for agricultural purposes as after those things are expelled.

696. Do you think the resources of Ireland have not yet been developed in any degree commensurate with their extent and their importance, and that it would be a matter of the greatest utility and advantage that such education should be given to the youth of the country as would prepare them for effecting hereafter this development, particularly in reference to our agriculture?—I have very little acquaintance with statistical subjects. I have, however, heard complaints of the resources of Ireland being very inadequately developed, made by persons who have paid more attention to the subject than I have done, and believing their statements to be true, I should rejoice to see the youth of Ireland prepared for availing themselves to the utmost of the advantages which our country presents.

697. Do you think there is a great deficiency of knowledge amongst the middle classes upon these points?—I think there is, every where; but I do not think there is a particular deficiency of knowledge upon those points in the middle classes of Ireland, as compared with the middle classes of England; on the contrary, I think that both their natural intelligence and their acquired information are fully equal, as well as the elementary education which they receive at schools and the academic learning which they acquire at college.

698. How do you account for the more numerous inventions in this country, and improvements in the various branches of industry and art, compared with what you see in Ireland?—I account for it by the superior capital that is devoted to such objects in England. It is well known that in England every improvement in arts and manufactures immediately produces a price, and ultimately will realize its full price, and perhaps a very high one, to the inventor; the consequence is, that gentlemen of skill and enterprize devote themselves to objects of that kind, assured that ultimately they must and will have their reward. In Ireland there is no such inducement.

699. What should prevent an Irishman who had invented some improvement in machinery, from bringing his invention to the English market and deriving from it some advantage?—Nothing whatever; but owing to the want of capital applied to such subjects, the Irish mind has not been directed to those pursuits. Neither am I sure that among the patentees who have of late obtained a guarantee for the security of their property in such inventions, there are not to be found a considerable number of Irishmen; I believe the fact to be that there are.

700. Do you find a greater disposition to attend to those branches of science, or to the higher and more intellectual, such as the science of Mind, to Ethical science, &c. &c. in Ireland?—Mental science has been put into a very prominent place in the college course of the Belfast Institution, but I think not from any exceeding ardour in the study which exists in Ireland, nor any sense of its paramount importance on the part of the conductors of our Institution; but chiefly because our seminary was intended to answer the purposes of young men who formerly would have been obliged to resort to Edinburgh or to Glasgow; and therefore

67

Rev. *John Scott Porter.*

17 July 1835.

therefore our managers felt themselves under the necessity of establishing classes for the same branches of instruction which such young men would there have been required to attend. I, for my own part, think that too much time is devoted to the mere abstract study of the human mind.

701. What are the methods of instruction adopted in the Belfast Institution; is the Monitorial system used in either the higher or lower classes?—It is not, as far as I am acquainted with either.

702. What is the course adopted by the professors; does it resemble in any way the courses in use in the universities of Scotland?—It is modelled upon them; the professor has composed and reads over his lectures upon the subject of his course to the students; generally lecturing one hour each day. At another hour the class meet for examination upon the subjects of the lecture which they have just heard; at that examination hour their written exercises are required of them. At the end of each session those students who desire to go through a regular course of instruction, and to receive the general certificate, are examined upon the whole business of the class, and unless they give satisfaction their ticket is not signed, the consequence of which is they are obliged to attend the class again; besides this, books are prescribed for their study during the vacation, upon which they are examined at the beginning of the next session of the college; and in order to prevent them from neglecting in the interval those lessons which they have received from their professor, they are then again examined upon the subjects of his course of lectures. Having in this way gone through three regular sessions, they are finally examined upon the business of all the different classes, together with a prescribed portion of the Greek and Latin writers, and if they give satisfaction they receive a general certificate, which is a written document on parchment, with the seal of the Institution appended, and signed by all the professors.

703. Are written questions much used in the upper classes of the Institution?—Scarcely at all.

704. Which do you prefer *vivâ voce* examination, or questions in writing?—For very minute and searching examination into the comparative merits of young men, as in order to decide a premium of great importance, I should prefer a written examination; but, for the ordinary purposes of teaching, I should conceive that a system of examination by means of written questions would be too tedious: in those examinations I think the freedom and extemporaneous nature of *vivâ voce* examination answers the purpose much better. The Committee will observe, that there is a difference between the ordinary course of examination, which the teacher employs in order to ascertain that his pupil understands the instruction he has received, and that which is necessary to ascertain the comparative merits of different candidates for honours.

705. Is not it to be apprehended, that when a regular course of *vivâ voce* examination is used, certain traditionary questions are likely to be asked, for which the pupil prepares himself beforehand, as has been the custom in our universities, &c., with the assistance of private tutors?—No such result has followed, nor can it, from the system adopted in the Institution. The professor lectures upon the subject of his course for one hour; at the end of that hour there is an intermission, and when he meets the class again he puts the question, not by any means in a set form of words, but in whatever expressions suggest themselves to him at the moment. He also frequently, in order to ascertain the proficiency of his students, puts his question, with reference to collateral topics, so as to ascertain how far the student is acquainted with the subject in hand, even beyond the information communicated in the lectures.

706. Are these methods adopted in all the branches taught, or confined to certain branches only?—They are modified in the case of teaching languages and mathematics.

707. Is the study of History pursued to any extent in the Institution?—The Committee will have observed, that I do not regard the system of instruction communicated in the Belfast Institution as by any means perfect, though, in my judgment, fully equal to that pursued in any British seminary. I conceive there are several defects in it; and one of them is, that there is no regular course of instruction in general history. The professor of Greek and Latin does his utmost to remedy this defect, by requiring his pupils to illustrate those historical references which occur in the works that form the text-books of his lectures; still this I know and feel to be a very imperfect mode of attaining the end, and should greatly prefer a regular

Rev. *John Scott Porter.*

17 July 1835.

a regular course of instruction in general history, as well as in some other subjects which are not embraced in our present system.

708. Would you think it desirable to connect with the course of History a course of statistics and legislation?—I think that a good philosophical course of history ought to embrace geography, the history of legislation and of commerce, the progress of the arts and sciences, and of literature and philosophy.

709. Would you merely apply that observation to the higher branches of historical study, or would you introduce such course in the elementary school as well as in the higher?—History is taught in the elementary school: that is to say, the pupils in the English school are instructed in the history of their own country and of Greece and Rome; of France and America; and in some degree of Germany. I recollect being present at the examinations of the English school, when a class was examined at great length upon Robertson's History of America; and I recollect on a former occasion having been present when a class was examined upon Robertson's History of Charles the Fifth.

710. Do you think the study of history one of the first importance in determining the opinions of the individual in future life?—I think it of much greater practical importance than the abstract metaphysical investigations that occupy so long a period of the usual course of study in the college department of the Academical Institution.

711. Do you not think that in a country like ours every individual ought to possess a competent knowledge of the principles of English law and legislation?—I think it is of very considerable importance. It must be important to the State that its members should be well prepared for exercising the functions that devolve upon them as citizens, by understanding well both their duties and their rights.

712. Would you introduce such a course in the higher elementary schools?—The greatest difficulty would be the choice of a text-book. I am not aware of any work that could with advantage be used as a text-book upon the subject. De Lolme has written a work, which might perhaps be employed for the purpose; the first volume of Blackstone seems to me to be rather too minute and professional for the purpose of schools, and Pinnock's Catechism of the English Constitution is decidedly too meagre; but if a good text-book could be suggested, I am sure the study would be an exceedingly useful one.

713. Do you think the composition of a work of that kind would be well worth the consideration of the Board of Education?—I hope they will deem it so; they have already produced a very useful series of essays upon political economy, to which that now suggested would form a desirable companion.

714. Is Political Economy studied in the Belfast Institution?—No lectures upon Political Economy have hitherto been introduced; but the joint boards have it in contemplation to establish a branch for the study of that science immediately.

715. Does the course of History, as now pursued in the Belfast Institution, compris emodern history as well as ancient history?—It does.

716. What are the text-books used?—There is a compendium of Ancient and Modern history which has been drawn up and published by Dr. Hincks; this forms the text-book in his own school: it is chiefly compiled from Tytler's Elements of General History. The Abridgements of the History of Rome, of Greece, and of England, by Goldsmith, are also used; together with some of the works of Robertson, and perhaps there may be some other writers.

717. Do you refer to foreign historians, or to original writers in the course of the historical studies?—Instruction in general History being communicated, as I have stated, only in the English and classical schools, which are chiefly frequented by junior pupils, such reference would, I think, be quite out of place. At all events it is not made.

718. Have you a school of Jurisprudence?—There is no school of jurisprudence as such. It will be observed in the syllabus of lectures, that the subject of jurisprudence falls within the province of the professor of moral philosophy; he has not, however, as yet been able to lecture upon that branch, and it is the intention of the joint board to annex it to Political Economy, and to combine the two branches in one professorship.

719. Is it intended to embrace Civil law as well as the Common and Statute law of the country?—I presume that a philosophical course ought rather to deal with the investigation and establishment of the general principles of jurisprudence, than minute references to the laws of any one country.

720. Are the students exercised in comparing the constitutions of the several countries

69

Rev. *John Scott Porter.*

17 July 1835.

countries in Europe in the course of their historical studies?—I am not acquainted with any such exercise, nor do I conceive that it would be practicable to introduce it without offending the prejudices or awakening the suspicions of many persons who might think that it was intended to instil into the minds of the children improper political principles.

721. What is the state of the study of Medicine in the Institution?—The boards some time since established a professorship of anatomy, with a view to the ultimate formation of a medical school. The professor of anatomy, however, has since the institution of his class stood alone. Hence he has not been attended by any great number of professional students, and therefore has been obliged to adapt his course to the wishes and wants of persons who attended to anatomy chiefly with a view to other objects, such as natural history or natural theology. Owing to these circumstances, he has felt himself compelled to make his course one almost exclusively of comparative anatomy; and in that state the anatomical class existed up to the close of the last session of the college. Since that time, however, the joint boards of managers and visitors have determined upon the erection of a medical school with the least possible delay, and have constructed a separate building for the purpose of affording every facility. They have advertised for candidates to fill the other chairs which they must establish. The professor of anatomy is to lecture upon the theory and practice of anatomy, and in the summer season he has been appointed to lecture upon botany, an office for which his attainments and eminence in that science peculiarly qualify him. His anatomical course being a winter one, the two appointments, though held by the same individual, will not interfere. The boards have further advertised for candidates for the chairs of Materia Medica and Pharmacy, of Chemistry, the Theory and Practice of Medicine, Midwifery and Surgery. I have no doubt, from information which has reached me since I arrived in London, that in a short time all those chairs will be filled in a manner that will secure the confidence of the profession and the approbation of the public; so that our medical school may come into complete operation in the month of November next, under highly favourable auspices.

722. Have you a large hospital in Belfast?—There is in Belfast an hospital, called a Fever Hospital, but which is really a general hospital, in which I think upwards of 180 patients may be accommodated. There is also a Lying-in Hospital, having a provision for the attendance of extern patients, and affording such attendance to a great number of cases as well as to those which are treated in the house. There is a Lock Hospital attached to the general hospital, and a General Dispensary, in which, as appears by the returns given to the commissioners for inquiring into the medical attendance on the poor, upwards of 9,000 cases are treated every year. The Lunatic Asylum for the northern counties is also in the neighbourhood of Belfast, and there is a Local Dispensary, different from that which I have alluded to, the conductors of which have charge of a great number of cases, how many I cannot exactly say.

723. Is the Belfast Academical Institution in relation with these several charitable establishments?—The Institution is not in immediate correspondence with them; but there can be no doubt of their amicable feeling, the governors of almost all of them being in a great measure the same individuals who are entrusted with the management of the Institution. While upon this subject, I beg to observe, that it would be exceedingly desirable that a medical inspector should be appointed in Belfast, under the provisions of the Anatomy Act, so that the school of anatomy might be conveniently and regularly supplied with subjects, according to the provisions of that Act.

724. Have they at present an inadequate supply of subjects?—Subjects in fact cannot be obtained at present without the employment of the disgusting instrumentality of the resurrection-men; or without relying upon the exertions of friends who might be enabled to send subjects from Glasgow or from Dublin.

725. In case the Medical school were properly constituted, according to the hopes which you have held out, do you think there would be sufficient means afforded by the public institutions of the town, for all purposes connected with the practical study of the profession?—That being a professional question, I should rather give a professional opinion, than simply state my own impression; and therefore, I beg leave to say, that my friend, Dr. M'Donnell, whose name is well known to the public and the profession, has declared repeatedly in my hearing, that there

Rev. *John Scott Porter.*

17 July 1835.

are ample facilities for the establishment of a medical school in the town of Belfast, arising from hospitals, asylums and medical charities.

726. Were such a school established, and in full operation, do you think you should have a sufficient number of pupils from the north of Ireland to attend it, or that they would continue as they now do to frequent the Universities of Scotland, or in the Medical schools of Dublin?—Much will depend upon the nature of the appointments that may take place. Supposing them to be as I anticipate they will be, I think nothing would stand in the way of the success of the school, except the inability of the Institution to confer the usual testimonial of a degree upon those who have completed their course. The want of this degree would no doubt induce many students to resort, as at present they are compelled to do, to more distant seminaries, at least for one year of their course.

727. Do you not think, however, that it is very natural and proper that the higher degrees of Medicine should be conferred only after a very extensive course of study, and very large opportunities of practical improvement, which course of study and opportunities are more likely to be afforded in the capital of a country than in any of the secondary towns?—I think that the number of cases which are treated in the public hospitals of London will give to the medical schools in this city a preponderating advantage over any local establishments; but this may be in a considerable degree compensated for by the superior attention which each pupil will be likely to receive from his teacher, in a school of more limited numbers. With regard to conferring incipient and afterwards higher degrees, I beg to express it as my humble opinion, that if these incipient degrees or degrees of lower rank than M. D., are to be understood as authorizing the holder of them to practice medicine, I fear that a great deal of evil would arise. The public would not comprehend the difference. Several persons would engage in practice under the sanction of the lower degree, with little or nothing to restrain them from attempting the treatment and undertaking the management of those cases for which their professional education had confessedly not qualified them, except their own feeling of conscientiousness; and this coming in direct collision, as it frequently would, with their interest, and as they might suppose their reputation, the consequences would be likely to be injurious; and I fancy that the higher degree and the qualifications for obtaining it, would not be sought for so frequently as they are at present. I should wish however to express it also as my opinion, that it would be better for the public, that degrees were not conferred in the seminaries, or at least by the conductors of the seminaries where instruction is afforded in medical science; but that a central board or a board of travelling commissioners were appointed, who should make it their business to examine students from any recognized medical school, who should present certificates of attendance upon the requisite classes, and admit them, if found qualified, to the rank of practitioners.

728. Might not the degree of Licentiate, or Bachelor be given as a test of having passed through certain courses of instruction, in local institutions, such as you have stated, such for instance as that of Belfast, without however giving the privilege of practising Medicine, till a higher degree had been first obtained?—In that case the lower degree of licentiate would never be sought for; a man would seek for no degree till he got the degree that authorized him to practice. I have been informed that a degree of doctor of medicine is not conferred in Dublin College upon any student, at the completion of his medical curriculum; the degree to which he is then admissible is that of bachelor of medicine, but upon this degree of bachelor of medicine professional men are perpetually in the habit of engaging in practice, and I believe are sanctioned in so doing; such practitioners seldom or never take out the degree of M. D.

729. Do you contemplate any evils likely to arise from the arrangement you propose, of a Central Board of Commissioners empowered to examine for degrees in medicine?—I do not at this moment contemplate any evils likely to arise which have not arisen, and may not arise under the present system; I believe such a system exists in France, and has met with the approbation of those who ought to be competent judges.

730. Would you recommend a similar arrangement with regard to degrees in Law?—Degrees in law are in these countries so completely honorary, that the necessity of conferring them does not at first sight appear.

731. Would it not be an improvement in our system, if, in order to qualify for admission to the bar, it were required to pass through a preliminary course of study tested by a degree?—I think it would be a great improvement, and I believe it is admitted

by

Rev. *John Scott Porter.*

17 July 1835.

by almost every person who has attended to the subject, that the present mode of examining, or rather not examining candidates for the bar, is productive of many evils.

732. Might there not be a board of commissioners on the part of the bar to examine candidates, in the same way as you have suggested a board of commissioners for the medical profession?—I do not see any difficulty in the establishment of such a board where there is such a body of men as the judges existing, from whom the commissioners might be very easily selected.

733. Do you find that the Belfast Institution is, in most branches of literature and science, sufficiently effective?—I think it is eminently so; it has been declared to be so by those who have taken most pains to investigate its efficiency. I refer the Committee to the Fourth Report of the Royal Commissioners of Irish Education Inquiry.

734. Do you find that Report to be, in most particulars, accurate?—I think it is a substantially accurate Report.

735. Are you aware of any important changes that have occurred since the Report of the Commissioners?—No important changes have taken place; a few branches of study may have been adopted, and a few text-books may have been altered, but no change of system has been introduced.

736. Have the results been still more striking since that period?—I think the system of education has been receiving continual improvement, and that the results have been increasingly satisfactory.

737. Do you think that the influence upon the country at large has been progressively beneficial?—The time that has elapsed since the Report has been short, but I am sure the influence of the Institution cannot be for evil, but whatever its influence be, it must be for good; and it has been progressively increasing.

738. Do you think it would be a considerable means of extending and enlarging and improving the whole course of instruction in that establishment, if it were erected into an university, and privilege given to confer at least the inferior degrees?—I should regard it as a matter of very great importance indeed to the Institution itself, and thereby a great benefit to the public in the north of Ireland. The conductors of the Institution have already taken steps towards procuring such privileges for the Institution, and have forwarded a memorial to the Lord Lieutenant with a view to that object.

739. Would any difficulties exist in the way of such a contemplated improvement in consequence of the theological course, or the theological degrees or medical degrees?—I think the theological school not being under the immediate superintendence of the Institution itself, but rather established under its sanction by external bodies, and entirely under their control, the Institution need not, and could not with propriety seek for the power of conferring degrees in theology. It may so happen that those bodies which have established the theological school in the Royal Institution, might withdraw that school from its walls, in which case the Institution would be left in the anomalous situation of affording no instruction in theology, and at the same time having the power to confer degrees in theology; therefore I think the Institution ought not to be desirous of conferring degrees in theology. With regard to the medical school, it is as yet a contemplated school, not an existing school. The Institution cannot at present require Government to sanction the operations of that department till time shall show what the nature of those operations may be. But I should hope that if they be successful the Government of the country will hereafter lend to the school the same sanction which is afforded to other schools of similar efficiency, whatever that may be; we ask no more. I do think, however, that the power of conferring degrees in arts, say the degree of bachelor of arts, and that of master of arts on students who have been educated within its walls, would greatly increase the efficiency of the establishment. It would render the preservation of order and discipline much more easy and effectual than is possible under the present system. It would hold out an inducement, which at present does not exist, to young men to go through a complete course of academical instruction, because it would give them that rank and standing which is implied in the possession of an academic degree, a universally recognised testimonial that the gentleman who has taken it has had a liberal education; and it would induce several students who at present content themselves with only part of the college course, to go through the whole for the purpose of obtaining their degree, whereby they would leave the college with better informed minds, with

Rev. *John Scott Porter.*

17 July 1835.

more enlarged views, and perhaps with better dispositions than when they merely leave the introductory classes to mix at once with the business of the world. I conceive that in various points of view such a power would be useful to the seminary itself, highly desirable to the students, and beneficial to the public at large. It cannot be concealed from our minds that the expense of education and the moral dangers to which young men are exposed in its progress, are very much increased by their being compelled to go to a great distance from home. It is, therefore, an object of great importance to bring education, with its honours and its usual rewards, as close as possible to every man's door; nor do I see any reason why the youth of Ulster, containing, as it does, a population nearly equal to that of all Scotland, should be compelled to resort to distant universities, if they desire to obtain academic honours.

740. Are the greater part of the students in the Institution at Belfast, from the neighbourhood of Belfast, or, generally speaking, from the north of Ireland?—They are almost all from the north of Ireland; some few come from a great distance; but a large proportion of the students who attend at the Institution come from the town of Belfast itself, and the counties of Down, Antrim, Armagh, Derry, Tyrone, and in some instances, Monaghan and other counties of Ulster.

741. Are there many Catholics attend the Institution?—There are not many Catholics.

742. What proportion do they bear to the whole?—In the college department they bear so small a ratio as scarcely to be taken into account; perhaps not more than one in a hundred.

743. Whence does that arise; is it from the want of cultivation of the higher branches of science among the Catholics, or from their frequenting exclusively Trinity College?—In the north of Ireland the Catholics, generally speaking, are not in the rank of life in which persons are to be found, who are desirous of a liberal education. There have been, however, highly respectable young men, Roman-catholics, brought up at the Institution. One of them I met in the streets of London a few days ago; and upon asking him a question with a view to some inquiries that I supposed might perhaps be put to me by this Committee, I was happy to learn what indeed I should have stated from my own belief, but what I am better satisfied to be able to speak to upon his authority, that during the whole of his course through all the different classes of the college department (except the theological ones, which of course he never attended,) he had not heard a single remark or statement which he conceived was calculated to interfere with those religious principles which, as a Roman-catholic, he conscientiously held, with the single exception of the doctrine of necessity, to which the professor of moral philosophy is, I believe, avowedly favourable.

744. Has not the Institution at Belfast been always on the best terms with the Roman-catholic prelates who have resided at Belfast?—The only Roman-catholic prelate who has resided at Belfast since the college department opened, is the present primate, Doctor Crolly, and he has always expressed, and I believe sincerely expressed, an interest in the prosperity of the Institution.

745. Are you aware of any Catholic college being established in the north of Ireland?—There is a school established in the neighbourhood of the episcopal chapel of the diocese of Down and Connor. There was in Derry, at the time that I was there at school, an episcopal seminary for training young men for the church; I know of none besides.

746. Do you think that the erection of Belfast into an university would withdraw a great number of students from Trinity College?—I do not think it would withdraw one. It might allure to the Institution as students young men who at present resort to no college or university, but I do not think it would draw a single student from Trinity College, Dublin.

747. Do you think that the state of Ireland would admit at present of more than one or two universities?—I think there is ample field and verge enough for several others.

748. You do not see any more objection to the erection of two or three universities in Ireland, than to the continuance of four or five in Scotland?—I see no objection to the one, that would not equally apply to the other.

749. Do you see any difficulty in the way of an university in the south as well as the north of Ireland?—I see no difficulty, nor in the way of one in the west also.

750. Where would you place it in the west of Ireland?—I was of opinion that Galway

Rev. *John Scott Porter.*

17 July 1835.

Galway would be a suitable locality, being a large town and a place of thriving trade.

751. What improvements do you contemplate in the Belfast Institution?—In the college department I should look first to the enlargement of the session: the students are attending the classes only six months out of the twelve; I think in that way a great deal of valuable time is lost. Six months of vacation seem to me to be longer than is required for the relaxation which restores the spring and the energy of the mind, fatigued by labour; and, in fact, it rather allows the student time to forget what he has learnt, and to form habits of indolence and inattention, against which he has to struggle for the first fortnight or three weeks after his return.

752. Do you find it difficult to keep up the discipline of the Institution as it now stands?—The discipline is good; the young men are in general moral and well-behaved; they are attentive to their classes, and, upon the whole, I consider in that view the Institution is in a satisfactory state. But there are other improvements which I should wish to see introduced. I should wish, for instance, secondly, that classes were established in the college department for the study of general history and modern languages; as also of natural history, chemistry and of political economy and jurisprudence. These subjects, I am sorry to observe, have not yet been introduced into the under-graduate course of any university or college in the three kingdoms: and I should wish the Royal Belfast Institution to set the example of their introduction. I should wish that attendance upon all those branches of study should be made imperative upon the candidates for a general certificate or degree in arts, as well as attendance upon those chairs that are already established; and seeing that if my former suggestion were adopted, the time of study in each year would be prolonged by three or four months, amounting to one-half the time for study in the whole year, I do not perceive that there would be any difficulty in bringing all those subjects into the course. I should wish, thirdly, that a course of study should be appointed, as in Dublin College, on which all candidates for entrance should be examined, and that none should be admitted as regular students who could not answer upon it satisfactorily. I would recommend, fourthly, that the class of Greek, which is now required to be attended only once, should be attended two sessions; and that Latin, which is now left entirely optional, should be required for two sessions also. I should wish, fifthly, that the abstract studies of logic and belles lettres, (which, as in the Scottish universities, form one academical course), and metaphysics and moral philosophy, instead of meeting the student at the very beginning of his career, should be reserved till near its close, when his mind would be better able to grapple with subjects of that abstruse nature. It has appeared to me that our course might, with advantage, be modelled somewhat in this form:

The first year, Latin, Greek, mathamatics and general history, including geography and chronology.

The second year, Latin, Greek, natural history, natural philosophy, and some one of the modern languages of continental Europe. I should be inclined to leave the selection of the particular modern language pretty much to the student's own choice; but I do think that as no person is considered in society to have obtained the education of a gentleman who is not acquainted either with the French, Italian, Spanish or German language, or with several or all of them; the knowledge of one at least should be made essential previous to the obtaining of a degree.

For the third year of the under-graduate course I should propose chemistry, metaphysics and moral philosophy, logic and rhetoric, with a course of political economy, jurisprudence and constitutional law.

This is but a hasty sketch; still I think it is not impracticable, and might be found advantageous.

753. Would you suggest any alterations in the constitution of the body of the Institution?—As regards the body itself, I think the constitution is a good one.

754. Who has the power of making alterations in the course?—The power of regulating the course is by the Act of Incorporation entrusted to the joint boards of managers and visitors. Since the year 1817 the joint boards of managers and visitors have, in a great degree, delegated this authority to the professors themselves, whom they have constituted a board of faculty. In order to make any course of study imperative, and not liable to be suddenly changed, it would be necessary that any alterations in the prescribed course should be sanctioned by a general

Rev. *John Scott Porter.*

17 July 1835.

a general meeting of the proprietors of the Institution, and approved by the Lord Lieutenant in council, in which case it would become one of the bye-laws of the Institution. The Institution, by Act of Incorporation, is not authorized to make, alter or repeal any bye-law without the approbation of the Lord Lieutenant in council.

755. Then it would depend upon the board of faculty to make those improvements?—The joint boards of managers and visitors, could, if they choose to exercise their authority in the case, do it of their own motion; but I am sure they would greatly prefer that all such subjects should be considered in the first instance by the literary body, the faculty, consisting of all the professors, and laid before them for their sanction.

756. In the course you have mentioned, you have not included in the department of the arts either drawing or music; do not you think that both should form an integral part, not only of the college, but even of elementary education?—I should cordially approve of young men obtaining instruction in the elegant accomplishments of music, drawing, and if needful, dancing also; fencing, the military exercise, gymnastics, swimming and riding are also taught, as I know in the royal colleges of France, and I see no objection to their introduction; but at the same time as there are many well-educated men who are not acquainted with those accomplishments, I should not make them imperative; I should afford facilities for them, but not require them.

757. In order to give full efficiency to this system, do you think it requisite that there should be subordinate institutions in the character of academies and colleges in various parts of Ireland?—It would be very desirable; the instruction which prepares a young man for the university, is usually obtained at a seminary, which is indifferently called a school, an academy, or in some instances also a college. I had reference to such schools, schools intended to prepare young men for the university, when I spoke of the desirableness of their improvement.

758. Would you have any objection, in case the Board of Education had greater powers given to it, to placing the Belfast Institution in relation with that board, by admitting its inspectors to visit and report upon it, or requiring the managers or the board of faculty to report annually to the Board of Education, upon the progress and improvement of the character of the Institution?—I must be understood as speaking my own sentiments as a private individual; I have not consulted my colleagues in the management upon the subject, nor do I know what their feeling would be; but speaking for myself, I should regard such an arrangement as very beneficial, and in fact desirable. It would impose a salutary check, and afford an useful stimulant to all our masters and teachers, who, knowing that the visits of the inspectors were at hand, would have a strong motive to exert themselves and induce their pupils to make efforts, lest they might forfeit their place in the public estimation which it is their honour and interest to hold. It might have a tendency, on particular occasions, to prevent the introduction of transactions of that kind which are commonly called jobs, if ever such a tendency should show itself, which I must say, so far as I am acquainted with the Institution it has not done hitherto; and it would afford to those who are engaged in the laborious and anxious task of superintending this seminary, a thing which they very much want, a court of reference and appeal, to which they might apply for the final adjudication of any questions on which their decision was objected to on the score of alleged prejudice or partiality. I may allude especially to one case that has recently arisen, in which a professor, who was accused of having tampered with the religious principles of some of the students, was, after several ineffectual attempts on the part of the joint boards to obtain a precise statement of the charges brought against him, and of the evidence on which they rested, from the persons by whom he was accused, subjected to a minute and searching scrutiny into his conduct since he undertook the management of that class; the result of which I hold in my hand in the form of "Minutes of an Inquiry taken before the Committee of the Joint Boards of Managers and Visitors of the Royal Academical Institution of Belfast, respecting the Moral Philosophy Class," comprising altogether nearly 83 printed pages, octavo. After having maturely considered this body of evidence, the joint boards agreed to a resolution, by a large majority, that so far as appeared from the evidence on that inquiry, the professor was not guilty of the charges brought against him. It seems to me, that the joint board had no alternative but to agree to this resolution; yet their having done so, instead of producing the effect of acquitting the professor, has only brought themselves into a share of the blame; the same parties who at

Rev. *John Scott Porter.*

17 July 1835.

first attacked the professor, having with equal warmth, charged the joint boards with partiality in consequence of this decision. Now it would be to me a matter of exceeding great comfort, if there existed an impartial and independent board, not connected with the Institution, not connected with the parties bringing forward this accusation, but appointed by competent authority, and invested with power to hear and to decide all such matters. To that board we might appeal for the decision of the question upon our own conduct, as to a judicial tribunal empowered to declare us guilty or not guilty; or, which would to me have been much more desirable, the whole inquiry might have been instituted under their auspices, and the joint boards saved from the pain, labour and anxiety which the task imposed upon us. In the management of the Institution, I believe, there is nothing which requires concealment. I am a friend to publicity, and I should wish express and formal reports to be sent forward every year, of the state and progress of our seminary, and of every other which receives support from the public funds; I think the Government have a right to such returns, if they are pleased to demand them.

759. Do not you conceive that it would be not merely of advantage to the individual seminary, but to the country at large, to be periodically put in possession by such reports of the intellectual progress of every one of the establishments of a public nature in the country?—It might be useful to the public at large, by making it acquainted with the educational statistics in the country; it might also be a guide to parents in Ireland in selecting seminaries for the instruction of their children.

760. Do you think this object could be effected in any way so advantageously, so rapidly and so generally, as by means of the Board of Education established in Dublin?—I am not prepared to say whether other means might not be devised that would obtain the same good; but I think that such reports communicated to Parliament would have that effect.

761. Might not means be taken by that board to communicate to the several establishments under its jurisdiction, information upon these subjects in such an intelligible form as would materially assist them in improving their several institutions?—It might be so; I hope it would be so.

762. Do you think that any jealousy exists on the part of the managers of such institutions, against such interference of the National Board?—I cannot give an opinion as to what their sentiments might be upon the subject; I have stated my own, but theirs I cannot give. I see no grounds to object to such a qualified interference, and if the Government choose to make our submitting to it the condition of receiving our annual grant, we have no alternative but to consent to it, or to give up the endowment.

763. From anything you have seen of the conduct of the Board of National Education, have you reason to apprehend its interference being disadvantageous to the Institution?—I have not.

764. Has the progress of the schools under the board been of such a nature as to give confidence?—I am acquainted with the management of the Lancasterian National School in Frederick-street, Belfast, which is now under the National Board, and I can state that the circumstance of that school being placed under the board, has been highly favourable to it. It has put at the disposal of the committee sums which they would not otherwise have possessed; of course they have made those sums available for the improvement of the seminary. The system that has been followed there, is substantially the same that has been always followed in the school; the subscriptions have not fallen off; the course of instruction has been generally improved, and the attendance greatly increased.

765. In the plan you have suggested of erecting Belfast into an university, would you contemplate the junction of the Academy of Belfast in such an arrangement?—The Academy of Belfast stands upon a different footing from the Academical Institution. It was originally erected by the subscriptions of a number of individuals, just as was the Academical Institution; but latterly I am given to understand, that those subscribers and their representatives have not exactly alienated the property to the present principal, but certainly have given to him a title and interest in it which none of his predecessors possessed. As at present constituted, therefore, it approaches very much to the nature of a private school. The appointment of masters and professors in the Academy must rest exclusively with the principal, and I conceive, that such a mode of appointment is not calculated to inspire the requisite degree of public confidence, or to render the managers of the Institution disposed to form a coalition. At the same time, I, for one, have no hostility whatever to the Academy; I regard its existence as a great benefit to the

Rev. *John Scott Porter*, 17 July 1835.

town; it affords a guarantee that the higher education of our young citizens shall not fall exclusively into the hands of any one body, however respectable, and it thus affords the benefit of occasional co-operation, and perhaps of occasional competition.

766. Are there any other powers that you think ought to be given to the Institution of Belfast, in case its remodelling was under consideration?—I do not deem it necessary to ask for any further power, beyond those which I have stated. There is, however, one point to which I should wish to advert, before closing my testimony, which is, the endowment out of the public funds, of which I have spoken repeatedly. This endowment was given originally to the Institution during the time that Lord Castlereagh, the late Marquis of Londonderry, held a distinguished place in His Majesty's councils. It was granted to the managers to assist them in carrying into effect the objects of their Act of Incorporation. An opinion prevails very extensively, and especially among the Presbyterian bodies in the north of Ireland, that this endowment was bestowed upon the Institution in consequence of its connexion with those bodies, in order to provide a means of education for their candidates for the ministry. This, however, I am enabled to state is not correct, the very contrary is the fact; Sir Robert Peel, then Chief Secretary for Ireland, having signified in a letter to the managers, I think in the year 1816, that the endowment was to be withdrawn, which the Institution had then received for two years; the managers and visitors appointed a deputation to wait upon Lord Castlereagh, who was at that time in the neighbourhood, in order to ascertain from him the grounds of this decision, and if possible to induce His Majesty's Ministers to alter it. Upon this occasion Lord Castlereagh expressly stated to that deputation, that the grant should not be restored, so long as the connexion between the Institution and the Synods continued; but that if the Institution would break off that connexion, it would not only be continued in its original amount, but greatly increased. The Institution, however, declined to dissolve the union that had been formed, and the grant in consequence was withdrawn. Thus the Academical Institution, instead of acquiring the grant in consequence of its connexion with the Synods, actually lost it, in consequence of that connexion. Had this tie been broken, the endowment would never have been taken away; but the board's not having consented to the wishes of the Government in that respect, the endowment was withdrawn, nor was it restored till 1827 or 1828, when in consequence of a Report from the Commissioners of Education Inquiry, who were specially instructed to inquire and report concerning the origin, progress and present state of the Belfast Academical Institution, and who reported most favourably; the Ministers of the Crown were pleased next year to recommend the renewal of the former grant of 1,500 *l.* per annum, which has been regularly passed every session since, together with the sum of 2,000 *l.* last year, to aid in the erection of buildings required by the increase of the college classes.

767. Has that sum of 1,500 *l.* a year been found adequate?—It is by no means adequate to those objects which the managers of the Institution would wish to carry into effect, but it is adequate, or nearly so, to our present expenditure.

768. Can you furnish the Committee with a tabular view of the expenditure and receipts of the Institution?—I have no such tabular view with me at present; I may, perhaps, be able to procure it at a future time. But every item of income and expenditure is to be found recorded in the Reports of the Commissioners for auditing and investigating the Public Accounts.

769. In any future arrangement for the education of Ireland, would you think it a judicious course to pursue, that besides elementary schools there should be established at the expense of Government, acadamies in such counties as might call for them, and colleges in such towns as from their population and improvement in civilized life, required education commensurate with those objects; and that those several establishments, as well as the Institution of Belfast itself, should be placed in relation with, and under the direction of one superintending body, the Board of National Education of Ireland?—I regard education as so great a good, that I should rejoice in seeing seminaries for communicating the highest and best possible education established in every quarter of the country; and as to their being placed under the superintendence of a central board, I do not see any objection.

Lunæ, 20° *die Julii*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

John D'Alton, Esq., called in; and Examined.

770. ARE you a member of the Irish bar?—I am.

771. Have you been long at the Irish bar?—Twenty years.

772. Have you had opportunities of investigating the original foundations, and the present state and the management of the funds of the diocesan and royal, and other public schools of Ireland?—Those subjects have formed a portion of an inquiry on Irish affairs to which I have devoted every attainable moment of my attention upwards of 20 years.

773. Have you had opportunities of access to many documents relating to those institutions?—I have.

774. Which are not generally in the hands of the public?—They are not generally in the hands of the public, but they may be equally attainable to those who would take the same trouble, and incur the same expense for their acquisition.

775. You are aware that commissions of inquiry have been engaged in nearly the same researches at different periods in Ireland?—I am aware of it.

776. Have you perused their reports relating to the diocesan and royal schools?—I have.

777. Do you find that those reports are accurate?—I think they who returned them were not aware of all the funds given to those establishments; but as far as they profess to state, I think them pretty accurate.

778. You think, however, that several particulars escaped the observation of the Commissioners at the time?—I do not know whether I should use the word "escaped," and rather say they were suppressed from them. I think there has been a great deal of concealment as regards charitable bequests in Ireland.

779. Do you find that the Board of Commissioners of Charitable Bequests have made sufficient inquiries into those objects?—I should be very unwilling to cast any imputation upon the board, but I think they have adopted modes of recovering those bequests (which probably is owing to the state of the law in Ireland as to legacies,) that have made the asserting of a title to such charitable donations rather a loss than a gain to the funds by the expense and weighty costs incurred.

780. Where, therefore, there are charitable endowments for the use of education, it is a matter of great difficulty as the law at present exists, to obtain redress before this board, or a due applicatin of its funds to the purposes to which they were originally destined?—It is extremely difficult.

781. Do you think that the Legislature ought to interfere in some shape or other, in order to appropriate the funds for the purposes for which they were intended?—I think the Legislature should not only interfere in that manner, but that as the first step they should effectuate some reasonable mode of recovering the sums left, and of then compelling a due appropriation; some means of recovering it by course of law, instead of resorting to a court of equity.

782. Do you found that opinion upon the fact of your having observed in many cases a diversion of the funds from their original purposes?—Decidedly, as far as that opinion refers to the appropriation.

783. Could the Board of Charities pursue any other course for the recovery of those bequests than they now do?—I do not think they could, as the law now stands; but I do think that costs are incurred to the amount of hundreds, where, perhaps, there is but a small legacy left.

784. Can you give the Committee an idea of the course usually adopted for the purpose of recovering such donations, and appropriating them to their original purposes?—I believe the course is usually by a bill in equity, in which, consequently, the due and proper parties must be brought before the court, with all those incidents of abatements and delays which are consequent upon such a species of suit.

785. Can you give the Committee any instances of applications of that description having been made to the Board of Commissioners, and having produced

John D'Alton, Esq.

20 July 1835.

the results which you have just described of weighty expense and great delay?—I believe I can with safety refer to the case of Judith Ruth, who left a bequest connected with a charity in the town of Mullingar, that was sought to be recovered by a bill in equity; and I understand that the costs were nearly double the amount of what was ultimately recovered.

786. Are those charitable institutions under the control in any way of the Board of Commissioners of Charitable Bequests, or of the Commissioners of Education?—As far as the testators may have restrained it, and entrusted a discretion in specific trustees of the charity, I consider that it is only for the Commissioners of Charitable Donations to interpose for the assertion of the bequests; but they have no legal power over it otherwise. It is the usage for the testator in his will to appoint an overseer of the bequest; a trustee to facilitate its execution, and if that trustee neglects or betrays the confidence reposed in him, it is then open for the Attorney-general to enforce the due execution of the trust, by a proceeding as in the nature of a bill for specific performance.

787. Do you think it is advisable that all those institutions connected with education, should be put under an effective control, such as the Board of National Education, to see that wherever private bequests are made they should be religiously applied to the purposes for which they were destined?—I think it would be a considerable saving in the administration of the funds left for those purposes, as well as a more effective diffusion of education, to have one board acting on a regular prescribed system, and directing the funds so appropriated in the channels best adapted to convey them.

788. Do you think it would prevent a great number of abuses; that it would save the public the dissipation of large funds; that it would execute the wishes of the testators in the best mode, and greatly advance the true objects of education?—I think it would, and have the further effect of consolidating the educational charities belonging to each locality, and placing them simplified under one government, at a comparatively small outfit, and a proportionally limited annual expenditure; whereas in the present mode there may be several small sums left to endow the same place or its vicinage, inducing the necessity of distinct, expensive, and often conflicting establishments.

789. Do you see any objection to giving to such a body that power of consolidating, even over the charities at present existing?—I cannot see any objection to it, in comparison with the advantages likely to result from its adoption.

790. You think that with reference to the individual testator, it could not be considered an act of injustice or a departure from his intention?—Not if pursued upon the plan I allude to; if the projected board always keep before their eyes the substantial object of the person from whom the charity emanated.

791. When charities are so divided, large portions of money are necessarily consumed in the machinery of those several institutions?—That is the consequential dissipation of the funds to which I alluded.

792. And those sums might be saved, if the plan you describe were adopted?—Of course; they would be merged into one concern, and the whole managed by uniform machinery.

793. Do you think that the interests of education would be considerably advanced by such an arrangement?—Decidedly; there would be no conflicting systems to retard its progress.

794. Do the charitable institutions for education in Ireland, come much under the description of scattered and divided institutions, with small funds applied to each?—I think they do.

795. Do you find that the results they have produced have been of little benefit to education?—I think they have been very inefficient.

796. So that there is a large expenditure of funds with poor results?—Precisely.

797. From your acquaintance with the different charitable institutions for education, how would you be disposed to class those institutions?—I would place first, Trinity College; next, the schools of royal foundation; thirdly, the diocesan schools; next, those of Erasmus Smith's foundation; then the free schools of voluntary association, which commenced, I think, about the year 1717; I would next rank the parish schools, introduced under the Act of Henry VIII.; and there is another class of schools which have, I think, been much neglected, but which were equally intended to be enforced: I allude to the schools directed to be established

established by the Irish Society on the plantation of Ulster. The charter schools should succeed in the classification, and lastly, the schools of private endowment.

798. In the first class you have placed the University, which of course is not included in the inquiry of the Committee. The second class are the royal schools; can you state the origin of the royal schools?—There were five of them established by Charles the First in 1627, and two more in 1629. The five first established were at Armagh, Dungannon, Enniskillen, Raphoe and Cavan; the two subsequently founded were at Banagher and Carysfort. The lands of the first five were vested in the Archbishop of Armagh and his successors; those of the two last were vested in the sovereigns and burgesses of the respective towns.

799. What was the object of the institution of the royal schools?—I believe they were purely for classical instruction; I do not think that there was anything sectarian in their origin, but I cannot assert that positively.

800. Have you any document to show the Committee, relative to the original organization of those schools?—I have not.

801. You are not aware therefore either of the constitution of the school in reference to the masters and the pupils, or the course and methods of instruction pursued?—I am not otherwise than what would be more satisfactorily obtained from the Parliamentary Reports heretofore given on the subject.

802. Has the whole original endowment of those schools been preserved, and is it now applicable to their maintenance?—I might say the whole has been preserved; there is a small exception noted in reference to Banagher, in the Queen's County; something has been lost there by encroachment or fraud; in other respects, the whole lands as given are legally vested in the trustees of the schools; but I much doubt that their rental is fairly appropriated to the objects of these foundations.

803. Are you informed of the extent and character of the land, and the amount of rental at this moment?—I have some particular knowledge of these matters.

804. Have you any document which you can present to the Commitee, detailing those particulars?—I have prepared for the Committee a tabular index of those funds which were intended to be applied to education in Ireland. It is arranged in counties as far my resources could obtain them in the short interval since I was summoned; it includes the revenues, &c. of schools of royal foundation, of diocesan schools, of charter schools, and of scholastic establishments generally. It also embraces funds left for apprenticing children, or given for "charities" generally, where I have not been able to ascertain the precise object of the donation, or where my notes of the instruments of endowment state only "charities" generally. I have excluded bequests, &c. purporting to be to "parishes" generally, or to their use; considering such gifts as more referable to funds for the relief of the poor, for the tabular arrangement of which I have equal facility of material. The "localities" column marks the place in the respective counties to which charitable funds are tributary; the "annual income" column includes all specific annuities ascertained by me in the interval, as attaching to such localities; it also includes the interest of principal sums, where such sums by the nature and terms of the gift contemplated a permanency, as where a sum of money was left "to the churchwardens for the time being," "to the rector and his successors," &c. Where any sum so allocated appeared to be charged on private security, or intended to be put out at the best interest, that interest is calculated at 6 per cent., where vested in Government security it is generally calculated at 3 ½ per cent. The change of the currency must, however, make some alteration necessary in the final adjustment of this column. The "acreable possessions" column is in all cases exclusive of the "annual income" column, and subject to correction to a uniform English or Irish measure. Generally, it may be considered that the acres numbered are Irish measurement, where I have not otherwise stated them in the observations column. The columns for "grantors" and for "obvervations" require no remark. At the end of each county table, I have named such localities therein as I find should enjoy education funds of private donation, but the precise nature and amount of which I could not ascertain on so short a notice; the tabular statement being of course rather intended as a guide to inquiry than a conclusive report; but I am very confident of its general correctness as far as it specifies, and that it can be satisfactorily proved that the donations enumerated in it have been made; but whether at all or how far applied to their legitimate purposes, has been in many cases out of the range of my inquiry. I also feel it due to myself to say, that there is a portion of my manuscript collections on Irish charitable bequests, which I have not been able, in the

John D'Alton, Esq.

20 July 1835.

short interval since the 1st of July, to examine. The tabular index may, however, be a guide hereafter, the want of which has I apprehend, made former oral inquiries somewhat defective.

805. Does that table include the schools with Roman-catholic endowments at this moment, such as the schools connected with nunneries?—No; I did not intend to include any schools that were not endowed with a fund contemplating permanency, and the power of being enforced at the moment of their creation, although possibly some few instances of voluntary contributions may have come in, in the haste of this compilation.

806. Are you at all acquainted with the estates belonging to the royal schools, have you been on any of them?—I do not think I have ever been upon any of them, and cannot give evidence from my own knowledge as to their nature.

807. Are you aware of the mode in which those lands have been leased?—I believe there are instances of their having been leased very much to the prejudice of the charities; I would instance the school at Enniskillen, in the county of Fermanagh, whose landed possessions to the extent of 3,338 acres, were leased to the brother of the master at the comparatively inconsiderable rent of 800 *l.* per annum.

808. Does your table represent all the endowed schools existing in Ireland at the present moment?—All that have come within my knowledge in the interval of search.

809. It does not include the endowment to Clongowes, and various other Roman-catholic schools where property has been assigned in trust for the maintenance of the school?—I do not think that the words "property assigned in trust for the maintenance of the school," apply to Clongowes, or to any of the general class of Roman-catholic schools that are not specified in my tabular index.

810. Are not those schools maintained chiefly by voluntary subscription?—Yes, as regards the general class of Catholic schools; Clongowes comes under a distinct view, supported as it is by the pensions and payments of its numerous scholars. The other Roman-catholic seminaries are maintained by the yearly and voluntary recurrence of charitable subscriptions, such as were permanently endowed, as far as I could ascertain them, are included in the index.

811. Are not a great number of them in possession of lands and buildings which are transmitted as trust property?—I believe some of them have lands annexed to their establishments, which have been purchased or are rented for their use.

812. Are you acquainted with the College at Carlow?—I am not.

813. Are you aware whether that is supported by trust property?—I believe not; if it has land, I apprehend it is merely leased to the establishment at a fair rent for the time being.

814. Are there not some legal difficulties with respect to the endowments in trust for charitable objects for Catholic education?—In order to perpetuate such endowments, it would be most convenient to vest them in a body having legal succession; the obvious trustees contemplated for such purpose are the titular prelate and his successors, or the parish priest and his successors, a line of transmission which the law does not sanction, and its adoption as the law stands would only support the endowment during the lives of such of the first trustees.

815. If sums of money were left to the trusteeship of lay trustees for Catholic education, might not the Lord Chancellor interpose and interpret the will of the testator, and appropriate it for the education of Protestants in the Protestant religion?—I do not think the feeling of a court of equity of the present day would allow such an interposition; I believe that has been done formerly, but I think, as the law now stands, instances have occurred where bequests for the endowment of a Roman-catholic school were held good in courts of equity.

816. Was not that in consequence of some words being introduced in the will, stating that, unless it was applied in that particular way, it should revert to another purpose?—I am not aware of that; I am inclined to think that, according to recent decisions, a bequest to endow a Roman-catholic school cannot now be defeated.

817. Are you aware of any decision to that effect?—I cannot cite it, but I have a floating recollection, that there was a case very lately ruled to that effect; I say this, however, subject to more due consideration.

818. You say that you have not been upon any of the estates of the royal schools; are you acquainted with the mode in which they are usually leased?—I am not, otherwise than what I gleaned from the published reports, to which I have already alluded.

819. Are

819. Are you acquainted with the state of the buildings of those schools? —No. *John D'Alton*, Esq.

20 July 1835.

820. Nor the constitution of them?—I am not.

821. Can you give the Committee an outline of the institution of the diocesan schools?—The diocesan schools were the result of an Act of the 12th of Elizabeth, by which she enjoined them to be founded by every Irish prelate according to the value of his see, such prelate being compelled by the Act to pay one-third of the expense of the endowment, and his clergy the other two-thirds. It required such school to be in the chief shire town of the diocese, and that a school-house should be built in every such shire town. The Lord Lieutenant was to name the schoolmaster in every diocese, except Armagh, Dublin, Meath and Kildare, in each of which the ordinary was to name. I do not find that any diocesan schools were established in Armagh, Dublin, Emly, Limerick, Killaloo, Achonry, Clonfert, Kilmacduagh, Waterford, Lismore or Raphoe. Perhaps, in reference to this line of inquiry, it is worth calling the attention of the Committee to a very remarkable record in 1583, whereby Queen Elizabeth, understanding that this Act for the endowment of diocesan schools was, as the record states, "slenderly or not at all executed" in Limerick, empowered the mayor of that city, by mandate, to sequester yearly, and from time to time, so much of the livings, tithes, &c. as belonged to the bishop and clergy of the diocese, until the Act was complied with.

822. Was the education in those schools originally free?—It was, I believe, intended to be so.

823. Has it not ceased to be so in almost all the diocesan schools?—Long since; the masters claim and obtain such salaries for the pupils as any other schoolmaster would without any endowment whatever, and who had no emolument or recompence to expect but those salaries.

824. Are you aware that the diocesan school system was considerably anterior to the reign of Elizabeth in many parts of Europe?—I cannot speak of other parts of Europe; my attention, as far as attainable from my professional pursuits, has been almost exclusively directed to the statistics and history of my own country.

825. Have you any data to give the Committee, which would show the inattention paid to those schools during the successive reigns of Elizabeth and the sovereigns down to the present day?—I cannot at this moment refer to any record that would be satisfactory, except that single one of the mandate directed in 1583 to the mayor of Limerick; but I believe they were very much neglected; and, in further evidence of my assertion, I refer to the already mentioned neglect of any such establishments in no less than 11 dioceses.

826. Up to what period?—Up to the year 1812; and, I should presume, not since.

827. Were there not some modifications made in the law, which required that the bishop and clergy should support those schools; are you aware of the statute which requires the grand jury to bear a proportionate share of the expense?—I have not considered those Acts.

828. Besides the instance you have mentioned, are you aware of any other attempt made to enforce the law in respect to the bishop and clergy of the several dioceses in Ireland?—With respect to the diocesan schools; I am not aware of any other.

829. Was any provision made for the establishment of those schools on the settlement of Ulster?—Yes; on the settlement of Ulster in 1608, there were set apart 720 acres in Armagh for a school; 604 acres for two free schools, one in Derry, and the other in Donegal; and in 1631, the Bishop of Clogher passed a patent for 100 acres of land in the barony of Clogher, for the maintenance of a school. I would not, however, say that those were strictly for diocesan schools; they might be for the Irish Society schools.

830. Are you acquainted with the Irish Society schools and their original formation?—On the plantation of Ulster, the London companies were bound to have a free school in every county of their settlement, and to endow it with lands.

831. What was the specific endowment granted to diocesan schools?—According to the Act of Parliament, it depended upon the value of the see; they were to be established by every bishop according to that criterion, the bishop being enjoined to pay one-third, and the clergy of his diocese two-thirds of such endowment.

John D'Alton, Esq.

20 July 1835.

832. What proportion did that bear to the general income of the see?—I do not know that; I do not recollect whether the Act of Parliament fixed any proportion.

833. Are you acquainted with the parochial schools in Ireland?—I know some of them.

834. What was the origin of them?—They were enjoined by the 28 Hen. 8, c. 15, which obliged every clergyman on his admission to take an oath, that he would "cause to be kept within his parish," (I cite the words of the Act,) "a school for to learn English, if any children of his parish came to him to learn the same, taking for the keeping of said school such convenient stipend or salary as in the said land (Ireland) is accustomed and used to be taken;" and a penalty was imposed upon the bishop not administering such oath at the time of induction.

835. Have those schools disappeared in most cases?—They have been very seldom indeed established.

836. Were they originally sectarian?—I apprehend not; the words I have read, I think, sufficiently show that their object was to teach the English language. In reference to that, perhaps I may allude to an Act of the same session, intituled "An Act for Leasers of Corn," a section of which prescribes that all persons not able to keep their children at school, should be obliged, under a penalty, to put them at 10 years of age to handicraft or husbandry.

837. The parochial schools were never established in any great number in Ireland?—Never.

838. At what period were they most flourishing?—I should think about the time of William III. By an Act of the seventh year of his reign, they as well as the diocesan schools were further enforced.

839. Are you aware that even then great complaints were made of their utter inefficiency?—I know that there were.

840. And that that gave rise to the charter schools?—Very probably.

841. What were the circumstances connected with the first establishment of the charter schools?—The charter schools were established in 1733, and they were founded as the charter expresses it, "to the intent that the children of popish and other poor natives of Ireland might be instructed in the English tongue, and the principles of true religion and loyalty."

842. What does the Act mean by "true religion," do you suppose?—I should be disinclined to think that the Act was as sectarian in its inception as it afterwards practically became. I have no doubt that those who suggested the obtaining of the charter, did mean by "true religion," that which they themselves professed; but I am not prepared at present to say that they then exercised that plenitude of proselytism which afterwards distinguished them; I am confirmed in this opinion by their originating in the desire to supply the deficiency of the purely English parochial schools. I rather think that it was not until the year 1775, that predominant sectarianism of the charter schools developed itself, and then chiefly by the operation of a bye-law entered into by their board, to take none but popish children. Up to that time, they had been receiving Protestant and Roman-catholic pupils, I believe, indiscriminately.

843. In consequence of the total inefficiency of the schools, Parliament withdrew the grant that had been annually given, but the bequests bestowed at several times upon those schools are still, it is to be presumed, in existence; are they applied to the purpose of the charter schools, or to other schools in Ireland, at this moment?—I think that some funds were left to the charter schools only while they existed as such; and that other funds which were left for education generally, have been misappropriated to charter schools very early on their foundation, and since their suppression. I cannot conceive how their funds are applied, which must necessarily still remain to a great extent unclaimed in the power of the trustees.

844. Is there anybody that has a control over the charter schools in Ireland, in the same way as a control is exercised over the diocesan schools?—I believe there is a body sitting in Dublin that regulates or affects to regulate such few charter schools as are yet permitted to exist.

845. What is that body?—I believe it retains the name of the Incorporated Charter Society.

846. To what purposes have been applied the several buildings belonging to the charter schools?—They are going to ruin, I believe, in most instances; and

in the answer to that question, I can speak somewhat from the result of ocular demonstration; I have seen some myself which are going to complete ruin.

847. Were they not very numerous at one time in Ireland?—They were.

848. Would you not consider it a very eligible arrangement that those buildings should be put under the control of some public body in Ireland, who could apply them to what they were originally destined for, the purposes of general education?—Decidedly; it would be very desirable that they should be made ancillary to general education.

849. Do you see any difficulty in the way of such an arrangement?—I think it would cause a considerable sensation in the country.

850. From the general view which you have given of those public institutions, it is apparent that they have not answered the object for which they were intended; what arrangement would you recommend to give them greater efficiency and extension?—I think the establishment of a board with provincial and parochial schools distributed through the country and simplified to one system, would be the most effective arrangement.

851. Are you aware that there is at present a Board of Commissioners which was established earlier than the Board of National Education, for the express purpose of controlling and of inspecting the diocesan and royal schools of Ireland?—I am not acquainted with the constitution of that board.

852. Do you think that the different bodies to which those several schools belong, would have any objection to the arrangement that you propose of placing them all under one head, or one directing body?—I think there would be a great deal of conflict and opposition offered, particularly on behalf of the charter schools.

853. You think then that an arrangement could scarcely be effected with the parties who conduct those schools without the interference of the Legislature?—I think it never could be accomplished without the interference of the Legislature.

854. Would you apprehend from the interference of the Legislature a spirit of dissatisfaction amongst various classes in Ireland, which would go to mar the objects in view in diffusing a system of national education?—It would be most felt in the interference with the charter-school funds; in any other respect a very short interval would, I hope, allay the opposition; but as to the charter schools, I fear that any interference with them would cause a longer and more bitter contest, considered as they have been as the strong holds of proselytism in Ireland.

855. But as the large funds which Parliament granted for their support have been withdrawn, and as the buildings are in a state quite ruinous, it would appear that the holders of those schools are comparatively indifferent to the system of proselytism, from which you seem to dread so much?—I do not dread the result to which I alluded as consequent upon their still maintaining the hope of establishing proselytism in the charter schools, but I think they would be yet more reluctant to permit those establishments to be transferred to a system of liberal education in the country.

856. Would the same objection apply more strongly to any interference with their funds?—Certainly; I apprehend it would.

857. Do you think those funds are of sufficient amount to compensate for any injurious results that might arise from such interference?—I have not drawn any distinct total of their amount, but I have specified them according to the counties in which they occur in the table, from which it would be very easy to make the required calculation. I should think their income, in their most flourishing days, might be about 10,000*l.* a year out of the funds set down in the accompanying index; but independent of voluntary annual subscriptions and Parliamentary grants, the latter alone have from time to time exceeded one million of money.

858. Would you recommend a negotiation and compromise with those schools on the part of the Board of Education?—Decidedly, I would.

859. Do you think it would be encumbered with much difficulty?—I do not know, but a compromise might be effected; at the same time I think there are high party feelings against it.

860. The same objections you think would not hold with regard to the diocesan and royal schools?—I think not; I think those have not been espoused with such intemperate fanaticism, as to induce such results in the obstinate assertion of their immutability.

861. Are you aware that several of those schools are in a flourishing state, and conducted comparatively well, particularly the schools at Armagh and Dungannon;

John D'Alton, Esq.

20 July 1835.

and consequently, is not it possible that they might be unwilling to come under the superintendence of a Board of Education, from the apprehension of too rigorous a control?—Armagh and Dungannon may be in a flourishing condition, but there are others in comparative decay, which, under the care of such a board, might be restored to a healthy state.

862. Do you think that, as the law has not been repeated, the clergy of Ireland ought to be called upon to obey this law, and to establish those schools pursuant to the original statute?—I think it is a legal and justifiable mode of requiring their compliance.

863. Provided at the same time that the grand juries would concur?—I am not quite acquainted with the manner or regulations under which that concurrence is obtainable.

864. If their consent could be obtained in a friendly manner, you think that the schools could be so enlarged as to answer the purposes of good courses of academical education?—Decidedly, if those funds could be brought to bear upon the object of national education, they would furnish very ample means for its advancement.

865. In what towns would you establish provincial colleges?—I have never thought of that subject, and it would require more consideration than I can give at this moment.

866. What grade of instruction would you apply to those provincial colleges?—I think a small quantity of Latin, three years of Latin at the most; I have a strong impression that too much of the time of youth is, for the present purposes of worldly intercourse, devoted to the dead languages; time that might be employed more profitably, constituted as Europe now is, in the attainment of the foreign languages, as far as regards the provincial schools; I do not allude to the University of Dublin, but as far as regards those provincial schools, and the probable class of scholars, I think, their time might be more usefully occupied than in devoting more than three years to Latin.

867. What period would you allow for the entire course?—I should think five years.

868. How would you fill up the other two years?—I think the pupils should be well instructed in arithmetic in all its branches, in surveying, in practical mechanics, and especially in what is yet wholly unknown in Ireland, the chemistry of agriculture, as applicable to its own soils, as also in geology, and those practical sciences with a reference to the resources of their own country.

869. Has it ever occurred to you, that this addition to the education at present given in Ireland, would have a tendency of opening new outlets for the intelligence and industry of our population, and would not only materially benefit, both the individual and the community, but would also disembarrass considerably the learned professions of a number of members, which at present overstock them?—I think in that very point it would be exceedingly useful; new lights and new resources would be opened; I cordially subscribe to the consequences suggested by the question. At the same time, I think it should be very maturely considered, how far those resources would be beneficially developed, if arts and manufactures and industrious habits are not introduced with education.

870. You apprehend then that, unless encouragement is given for improvement in Ireland in those various branches, the developement of the intellect of the country, or its direction to those purposes, would be rather an injury than a benefit?—I think it might lead the people to feel how long the resources of that country have been neglected, and render them more dissatisfied with their situation.

871. Do you ground your opinion merely upon speculation, or upon facts within your own experience?—I only speak speculatively.

872. Has it struck you as an anomaly, that whilst we require previous education for the profession of medicine, no such course of education is required either for entrance at the bar, or for any of the various civil situations held under Government?—I think it is a great anomaly, and that is only explained as regards the bar, by gentlemen often seeking it as an honorary profession, and abandoning it immediately afterwards.

873. Would it not raise considerably the general character of the bar, and at the same time be a great advantage to the public at large; that a previous course of education should be required by the professional body before any gentleman was admitted into their number?—When I look at the profession of the bar as it exists, I should be unwilling to think that there was such a necessity, for I know that very few

few men can maintain rank or character at the bar, without great exertions in the study and practice of their business, although no course of education has been prescribed to qualify them for being called.

874. The question has in view also a number of individuals of inferior knowledge, who, by being at the bar, have an opportunity frequently of misleading people; would not that be in a great degree obviated, if a certain previous course of education was essential?—I think it would; but I again say, that with reference to the bar as it exists, I cannot see that any very great objection of that nature has resulted from its present constitution.

875. Supposing that reasoning were applied to the profession of medicine, it is clear that certain physicians would obtain distinction; but would not the community at large be exposed by the want of knowledge and skill, which such a system would introduce, to very serious evils?—I think there is an essential difference between the two professions, in reference to this inquiry; the practice of medicine is pursued, if I may so express it, in loneliness; one individual goes forth to attend his patients on the strength of his own knowledge and skill; he rarely has an opportunity of consulting with his compeers at a moment of emergency, but the profession of the bar is carried on in a perpetual communication of its members one with the other, meeting altogether at the courts; from the habits of their profession, conversing upon law subjects, mooting knotty points, consulting each other on difficulties that may have met them, or on the consequences and changes of frequent legislative provisions, and in that way I think that more serviceable knowledge is often acquired by barristers, after they are called, than by years of unpractised and often ill-directed reading in their chambers.

876. At the same time, though it may not be absolutely necessary, do not you think it would be a great advantage, that legal studies should form a considerable portion of college education in Ireland?—Connected with the system of schools, I think a certain knowledge of the constitution and the laws of the land ought to be ingrafted upon the system.

877. Would you apprehend any evil from directing the attention of youth to the study of the constitution and the laws; would you apprehend, that as in religion sectarian feeling is very difficult to be avoided, so in political studies similar consequences might be apprehended?—I do not think that such would be the result; on the contrary, I would anticipate that the more the English constitution was known in its purity, the more it would be admired, while the students would become acquainted historically with the circumstances that have tended to enhance or tarnish its lustre. I do not think that either party could much object to such a compilation as Blackstone's Commentaries, and although that work may be in many points of practice now obsolete, yet the adoption of its system and arrangement would easily suggest a very unexceptionable work for the instruction proposed.

878. You would require those two subjects to form part of an academical course?—I decidedly would; and I have no doubt that, if it was understood that such a system would be pursued, there would not be long wanting a class book which could not be objected to by any party.

879. Would you make history essential in the course of instruction?—Certainly; and in particular, I would introduce what has been too long neglected, the history of that country with which the youths of those contemplated schools are to be constitutionally, legally and socially connected during life: that is the history of Ireland.

880. Do you think there is generally an adequate knowledge of Irish history?—I think it is wholly distorted.

881. What does that arise from?—From the medium through which it has been transmitted, and from the periods at which it was undertaken to be written, generally, after the heat of civil conflicts, and by partisans of either side.

882. Does it arise from an inadequate knowledge of ancient documents?—There is a general want of knowledge upon that subject.

883. Have we sufficient ancient documents to authorize considerable alterations in the histories we have at present?—I think there are very few countries which have more satisfactory ancient documents than Ireland should be able to exhibit.

884. Can you point out the places where those exist?—The college manuscript room is full of them, but there they are in a manner hermetically sealed.

885. Have any of them ever been published?—Never.

886. Is there a catalogue of them?—There is no catalogue published I understand; there has been a catalogue recently drawn up in manuscript, but it has not been

John D'Alton, Esq.

20 July 1835.

been printed; and the access to the manuscript room is controlled by such severe, troublesome and tedious obligations, that with all my own ardour to inspect Irish manuscripts, I have never been in the room more than once.

887. To what do you attribute this jealousy?—I believe there is some notion that the inspection of those documents would be injurious to the interests of the college and to church property generally.

888. Does this apprehension arise from any persons acquainted with the language?—The documents to which I allude, as regarding college and church property, are, I presume, mostly in English.

889. Is there a professor of Irish in the University of Dublin?—There is not.

890. Are you aware that there is a professor of Irish in the Institution at Belfast?—I have heard so.

891. Would you recommend the establishment of such professorships?—I think there should be a professor of Irish in the University; I think also it is a great reproach that there has never been a professor of Irish history there; it was intended there should be. James the First urged it; Charles the First warmly approved of it; Bishop Bedell, while provost, endeavoured to effectuate it; James the Second actually appointed one; and a very large bequest was some years since made by Doctor Flood for the endowment of such a professor; but his will was litigated by the heir-at-law, and the endowment lost.

892. Till those manuscripts are before the public, do you consider it almost hopeless to look for an accurate history of Ireland?—I do not say that; I believe there are numerous transcripts of those manuscripts in other establishments; there are a great many in the private collection of the Duke of Buckingham, at Stowe; some in the British Museum, and some in Lambeth.

893. Would you not apprehend that a very intent study of Irish history might tend to foster a spirit of hostility to England?—I have considered that subject, and I do think that, so far from an antipathy to England as a nation being increased by such a history, it would be lessened; I think the facts of history have been much distorted, and that the hostility to England as a nation has been hastily and unwarrantably excited by events which, if properly traced, are more referable to the extortions and cruelties of individual rulers, to whose uncontrolled and selfish tyranny the government of Ireland was unhappily intrusted; while the proverbial disunion of Irishmen will be found most frequently facilitating if not inviting these visitations.

894. Do you think there is an adequate knowledge of statistics given in most of our public institutions?—I do not think there is much knowledge of statistics in Ireland; the statistical surveys published by the Dublin Society seem very meagre and inefficient, and they are almost the only medium that occurs to me at present of attaining information upon the subject, with the exception of those admirable reports of Mr. Griffith, the Geological Surveys, as also the Reports on the Bogs.

895. And political economy is not much studied?—It is not.

896. Do not you consider those most serious omissions in a course of education for the middle and upper classes?—I do.

897. Do you think they could be easily supplied by a good system of education?—I am sure they could be easily supplied, and that they would be cheerfully received.

898. You have stated that there is very little information given relative either to commercial or agricultural chemistry; is natural history much cultivated in any of its branches in the Irish colleges?—Very little; I have heard that in Belfast it is, but not anywhere else to my knowledge.

899. Do you think it would be a useful portion of education?—Certainly; it would necessarily come within the scope of my views, which would be earnestly directed to practical education.

900. Have you had any opportunity of judging what portion of Ireland has the best educated middle class?—I have not.

901. Is surveying much attended to?—No.

902. Would you embrace that also?—Decidedly; and here I beg leave to add that while the trigonometrical surveys of Irish counties, now in progress, will afford the most splendid illustration that any country could possess, it is to be lamented that they are not accompanied with intelligent county histories.

903. Would you connect with the larger schools in Ireland, any system of agricultural instruction, or would you limit it to the elementary schools?—I think it should be transfused through every vein and artery of the system. I would have

it in the parish schools, and in the provincial schools, on a larger scale; and would recommend that each should have, as far as possible, a tract of land for practical instruction in agriculture.

904. How would you make such provision in the elementary schools?—By having teachers acquainted with the subject, and who would instruct in the cultivation of the soil, the building the cabins, and the economy of the gardens, and spots now allowed to run waste.

905. How would you propose to form those teachers?—I think if the system were once known, as intended to operate, teachers would very soon be found quite competent for that object.

906. Would you recommend that efforts should be made by the Board of Education to provide a supply by the establishment of what are called Normal schools, or attaching Normal courses to Universities and other public establishments?—No mode occurs to me with which the Committee must not be already better acquainted; but I think there would not be any length of interval before persons quite competent to teach would offer themselves.

907. Would you require that the teachers of the elementary schools should be instructed in agriculture?—Certainly.

908. Would you recommend in the higher classes of schools one or more of the teachers should possess a still higher character of instruction upon the same subject?—Consequently.

909. Would you confine the instruction of the pupils to theory, or require that the teacher should carry his theoretical lessons into practical operation?—I think the greatest benefit would be derived from his being a practical instructor.

910. Do you think parents would be more inclined to send their children to these schools, if they were assured that they would also receive instruction in agriculture?—I am sure they would.

911. As the Provincial establishments for education would be probably situated in large towns, and consequently not likely to have much opportunity or inclination for the cultivation of agricultural pursuits, would you in such cases substitute any other instruction for agricultural?—I do not see why the establishment, being in a town, should at all preclude agricultural instruction.

912. A large proportion of the pupils of such schools would be derived from the mercantile and mechanical classes; how would you propose to meet their wants and wishes?—By suiting their studies to the proposed line of their life, as soon as the mind of the scholar or the prudent wish of the parent could be ascertained upon that subject.

913. Would you consider mechanical knowledge, and particularly the application of mechanics to the construction of machinery, to be a proper object of study in those institutions?—I think it would be serviceable to any class.

914. Is it not one of the great defects of the present education system, that the education received in schools is not followed up after the pupil leaves the school?—Yes, and I think it arises from the nature of the studies being injudiciously such as do not apply to the future course of the student's life.

915. Even where they do apply, do not obstacles intervene, such as the want of books and the want of collections, and various other opportunities of knowledge, which prevent his proceeding in the same studies afterwards?—I think there should be a library attached to the school, of a lending nature, and with a particular supply of agricultural books.

916. To whom would you leave the formation of such a library?—I should think the contemplated Board of Education would be qualified to prescribe the order and class of books, and to direct perhaps even the composition of particular books to suit their object.

917. To whom would you give the control of printing the books?—That should of course, I suppose, be vested in the Board.

918. Do you see any difficulty in attaching those libraries to the schools; do you think they would take sufficient care of them?—There should be checks for their safe and sufficient circulation.

919. What would you consider as the probable average expense of a parochial library?—I would say perhaps 20*l.* for a parochial library.

920. How would you propose the establishment and support of these institutions; take for instance, first, the Elementary school?—I have already alluded to the consolidating of those funds which are applicable to education in various localities, and to examining how far they could be applied on the new proposed system to parish and provincial schools; if those funds were all found so applicable, I believe the total amount would fall little short of 80,000*l.* or 100,000*l.* per annum.

John D'Alton, Esq.

20 July 1835.

921. How would you apply this sum; to the building or to the maintenance of the schools, or to both?—I should think that the building and outfit might and ought to be met by a public grant, and that the annual income should then be subdivided according to the wants of the localities.

922. In some parishes where these funds do not exist, you would find it necessary to recur to the inhabitants; in what way would you call in their aid, would you prefer the system of assessment or the system of subscription?—The system of assessment.

923. On what ground?—I should apprehend that voluntary subscription would not be punctually met or cordially kept up from year to year, and of course the least defalcation would derange the system of the schools.

924. Is there not another evil connected with the subscription system, the patronage which it generally vests in the hands of the individuals who subscribe, to the exclusion of a large mass of the community for whom the school is destined?—I think that would exist.

925. That would be obviated in a great degree by assessment?—Decidedly.

926. Would you confine the assessment to the higher class of rate-payers, or spread it over the whole number of rate-payers of the parish?—If the assessment contemplated were not to be very large, I would confine it to the higher rate-payers. I think the lower rate-payers would be very reluctant to be rated in any assessment, and very unable to pay it.

927. Would you not approve of the system adopted in Scotland from a very early period, of requiring that the heritors should build and maintain the school?—I am not acquainted with that system.

928. In establishing academies, would you require that the county should pay for the county academy, and the province for the provincial college by assessment?—Supposing it to be necessary to have such aid, I think so.

929. Do you think we have a machinery in Ireland sufficiently effective for such purposes in the grand jury system?—I think we have.

930. Do you think that objections would be taken on the part of the grand juries of such a nature as to defeat or retard the establishment and maintenance of those institutions where wanted?—I do not.

931. If greater improvements were made in the grand jury system, by giving it a more popular character, would not such difficulties be considerably diminished?—Of course.

932. Admitting that the educational institutions were originally established by the Government, and supported by the several local bodies, do you conceive it would be necessary to give a right of inspection and control on the part of a central directing body, for instance, the Board of National Education?—Decidedly.

933. Do you think a well-regulated system of inspection is an efficient means for keeping in action the energy and purity of those public institutions?—I think so; but I would have the result of it published in an annual report.

934. Would you have the inspection periodical, or at uncertain intervals?—I think it should occur at as uncertain intervals as possible; I would have the visitations made without notice, and by surprise; unusual preparations might otherwise be made, and give a deceptive appearance to the school.

935. The inefficiency, hitherto, of such system, has been ascribed to the regularity of the visits of the inspector, do you think with reason?—I think such must have been the result of pre-notified visits.

936. Would you, in conjunction with this directing body, establish in the several parishes and counties, local bodies for the purpose of inspecting and controlling the schools, such as school committees, committees established by the grand juries, the town councils, &c.?—If the bodies were paid, it would lead to considerable expense, and if they volunteered, I am afraid it would lead to a system of favouritism in the schools, that would embarrass the General Board in Dublin.

937. Where people are assessed, does not it stand to reason that they ought to have a control over the application of the assessment?—Of the assessment I think they should, but that once levied, its direction and general disbursement should be, as far as practicable, under the control of the Board in Dublin.

938. Do you extend such control to the appointment of the teachers, and to the immediate superintendence of the good order, discipline and cleanliness of the school; would it not be advisable that such superintendence should be confided to some body acting upon the spot?—I think it is open for inquiring whether there might be a cheaper mode than to have local boards or committees of inspection, by organizing a certain corps of itinerant inspectors that would visit the schools at different times.

939. Would

19

939. Would you require that the Grand juries, upon levying the assessment for the support of the schools, should transfer that assessment to the Board in Dublin, for after distribution to the several schools?—I think the Board in Dublin should have, as far as practicable, the management of the fund.

John D'Alton, Esq

20 July 1835.

940. You think, however, that in all cases a directive body is essential to the wise and efficient management of the interests of education and the financial interests of the public?—Certainly.

941. Do you prefer such a system of direction, with the concurrence of the people, to a voluntary system where education is left entirely to the exertions of individuals?—I do.

942. Do you think that injurious results would follow from its establishment; would it restrict or diminish the voluntary subscriptions?—I do not think any injurious result would follow that could at all countervail the great advantages derived from the assessment system.

943. Do you contemplate any advantage resulting from a central directive body with reference to the means it furnishes for communicating information to schools, and receiving accurate reports of their progress in return?—I think the formation of such a body with one simple object in view, receiving the reports of its establishments, and diffusing from time to time the requisite information, must be most conducive to the advancement of education.

494. Supposing such a body did not exist, would you consider that the information conveyed through the medium of the press, and individual communication, would be sufficient to disseminate this information throughout the country?—I fear that through that medium education would take colours of political distinction.

945. Then, upon the whole, you prefer such a system to that which has so long existed in both countries, leaving education to individual exertions?—Decidedly, I do.

Mercurii, 15° *die Julii*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

The Rev. *Reuben John Bryce*, LL.D., again called in; and Examined.

Rev. *R. J. Bryce*, LL.D.

15 July 1835.

946. DO you think it advisable that the Principal should have a class of his own, or that he should be confined to the general superintendence of the schools?—I think it depends upon the extent of the seminary; if the seminary is small, and if there are not many teachers, and not a great variety of things taught, I think it is desirable that the Principal should have charge of one of the ordinary departments of education; because a small seminary would not bear the expense of a separate head, nor would the duty of general superintendence be so heavy as to need one. On the other hand, if the seminary be large, containing many different departments, and a large number of pupils, the communications with the different teachers, and the communications with the parents of the pupils, and the duty of overlooking the whole, seem to be so complicated, that I think the Principal could scarcely exercise an effective general superintendence, if at the same time he were obliged to teach any one of the ordinary departments. Another objection to the Principal teaching any one department is, that he may be led, both by taste and by more interested motives, to encourage the study of that department to the injury of others, and thus may use his influence and power, as the head of the seminary, to mar the progress of some branches of literature, which may be just as important as his own favourite pursuit. I do not speak thus from theory, but from facts. On the other hand, it is equally shown by experience, that the office of Principal is apt to become almost a sinecure, where the person holding it is charged with general superintendence only. In this dilemma, the best course seems to be, to give the Principal some department intimately connected with all the others. On this principle, I should think that a very appropriate function for the head of an extensive seminary would be, that he should teach the science and art of education; because, as he is charged with the general oversight of the seminary, and with seeing that the education there given is conducted on right principles, it is very desirable that he should have a stimulus to study those principles himself, and an opportunity of expounding them to others, his colleagues included. It is evident, however, that this is not applicable to smaller seminaries, because these could never furnish a sufficient number of persons desirous of studying the science of

Rev. *R. J. Bryce*, LL.D.

15 July 1835.

education, to afford an adequate support. Therefore, in smaller seminaries, I would give the Principal one of the ordinary schools, and would besides let him have some emolument from the other departments, say 10 or 20 per cent. on the fees, which would give him a direct interest in the prosperity of all the schools.

947. Is the Principal of the Belfast Academy entrusted with the duty of examining the pupils of the several classes?—We have no regulation precisely enjoining any examination, but it is understood that, as the Principal is individually responsible to the public, it is his duty to see that the schools are well and efficiently taught, and, consequently, the masters all feel that he has a right to take any steps he pleases, in order to ascertain it.

948. Do you act upon that principle?—Yes; since I became Principal, I have each Saturday examined a class from one of the schools. This arrangement has been suspended for the last year, because we have been occupied on Saturdays with business arising out of the undertaking of rebuilding the Academy, as formerly stated; but the practice will be resumed.

949. Have you got a class of your own?—Yes; I lecture on the science of education, and teach the classical school.

950. Do you find no inconveniences arising from this combination of duties?—I do; I feel that the trust reposed in me by the parents of my pupils in the classical school, calls upon me to make the efficiency of that school the first object of my attention, so far as to let the business of the Principal interfere with it as little as possible. My work as Principal must, therefore, be done while my colleagues are reposing, or following up their studies in private. It is true that the duties of Principal are at present particularly heavy, as in my exertions to promote the general improvement of the Academy, I have undertaken, *pro tempore*, some additional teaching, in the hope that we shall soon be able to attain to a more perfect division of labour.

951. Then it arises from not having a sufficient number of teachers in the schools that you are compelled to discharge these double functions?—Yes.

952. Are there many in the school, and out of the school, that attend your lectures upon the science of education?—The class of education, or as we are beginning to call it *pædeutics*, does not belong to the school department; it is quite too high for the bulk of the pupils in that department. Several young men, belonging to the more advanced classes, however, have attended. The audience was, at first, composed principally of parents and benevolent persons interested in education; latterly, it has consisted chiefly of young persons of both sexes, from 17 to 24 years of age, preparing themselves for the profession of teaching, as tutors or governesses in families of the middle or higher rank, or as masters and mistresses of schools for children of the same grade. A few benevolent persons have been at the expense of sending teachers of schools for the poor to attend the lectures. With regard to number, the audience has varied, I think, from 10 to 30.

953. Are the lectures numerous?—The full course, as delivered in Belfast, extends to between 40 and 50 lectures; and its greater length is the reason of its being less fully attended, than the abridged courses I have given elsewhere.

954. How many lectures are given in each week?—Three.

955. For any continuance?—The course takes up between three and four months.

956. What is the price of admission to those lectures?—The price has hitherto been a guinea for admission to the lectures alone, and half a guinea additional for the privilege of attending to be examined upon the subjects of the lectures, so that the lecturer may have an opportunity of correcting any misapprehension of the student, and of developing more fully what may have been imperfectly understood.

957. When you included the science of education in the enumeration of the course of studies you would recommend for Academies, did you mean to consider it as a necessary part of education?—It should be a necessary part of the education of all those that intend to be teachers.

958. Have you then, in fact, a training school for Teachers?—Not exactly; in the first place, because the professional education of teachers is but one of several objects for which the seminary is fitted, and the students in that department have hitherto been few; and in the second place, because the phrase "training school," is usually employed to denote an establishment in which young persons are almost mechanically drilled into the practice of *particular methods*; whereas our course embraces the *general principles* on which good methods are founded. Those who attend the lectures have always had permission to visit the schools of the Academy, and see the principles put in practice.

959. Have

959. Have you had much opportunity of ascertaining the state of female education in schools in Ireland?—I cannot say that I have had much opportunity of looking at the interior working of female schools, but I have paid a good deal of attention to the subject, and principally by means of observing the results in young women that have come from the schools.

960. Do you think that generally the science of female education is understood in Ireland?—There is no distinct science of female education; the science of education is the same, whatever be the age, rank or sex of the person to whom it is applied, because it treats of the principles on which the art of managing the human mind depends; but I do not think that the education of females has been conducted in any respect on scientific principles any more than that of the other sex, but rather the contrary.

961. Do you think that the education given by mothers to their children, previous to their being sent to school, is much improved by the course of lectures you have given?—It may naturally be thought that I should be disposed to overrate the good done by the lectures; I can only say, that I find no persons take a deeper interest in those lectures than mothers, and that those who have attended have generally testified to the practical utility of what they had learned from their attendance.

962. Have you known of any good results arising from the interest you have described as being taken by mothers in these lectures?—The mothers that have attended the lectures have been hitherto comparatively very few, and therefore there can as yet be no results perceptible on the general surface of society; but in the individual families of those who have attended the lectures, I have known in many instances the most remarkably beneficial results.

963. Do you think that education generally would be much improved by a better course of infant and early education?—Decidedly.

964. And you think that good courses of lectures on the science of education, would considerably promote the interests of infant and early education?—Properly speaking there does not yet exist a science of education; we are only now attempting to create one, by reducing the teaching and government of children to fixed general principles, derived from the known laws of the human mind; in other words, making the art of education a practical application of the science of mind; as the art of medicine is a practical application of the science of physiology. To do this, either by means of lectures or by means of books, would be perhaps the greatest benefit that could be conferred on education; and I believe that if the public were brought to require from teachers a knowledge of the scientific principles of their art, founded upon a knowledge of human nature, no exertions of private benevolence, no legislative arrangement, could do half so much as that single thing for the promotion of education; and I come to this conclusion, not from mere theory, but from the results I have already seen produced by the proper education of teachers, in the few cases in which it has been tried.

965. Would you say that the State ought to provide such a system of education for Teachers?—In my opinion, the only unquestionable application of public money for the promotion of education, is to expend it in assisting and encouraging the establishment of such a system; still I am not disposed to go so far as to say, that Government should actually "provide" it. I am satisfied, that if it were once established, and a large supply of such teachers offered, the demand for them would be very great. But there is a difficulty in getting the first supply, and therefore I think it would be desirable, that the Government should anticipate the natural progress of improvement by furnishing it. I have no doubt, that, in the natural course of things, 20 or 30 or 50 years will bring all parents to expect and require this sort of professional education in teachers. But I think the Government might, with great benefit to the public, accelerate the spontaneous course of improvement by spending a few thousand pounds now in producing instantaneously a large supply of good teachers; and the superiority of their teaching to anything the world has yet seen would strike every one, and would soon cause such a demand as would fully keep up the supply.

966. Has the Board of Education in Ireland yet adopted such a principle in training the Teachers whom they send forth?—I believe the Board have acknowledged the principle in some of their documents, but have not gone further in their practical operations than bringing together those young men who are to be the teachers of their schools,—showing them good methods of teaching—and instructing them in the subjects they are to teach.

Rev. *R. J. Bryce*, LL.D.

15 July 1835.

967. Do you think that, for the purpose of forming Teachers, a course of lectures on the science of teaching, connected with some establishment already existing, would be equal or preferable to a school set apart especially for the education of teachers?—I decidedly prefer a course of lectures on the science of education, connected with a university or some seminary like a university. I think that a school set apart for the education of teachers alone is liable to this objection, that the minds of persons educated there would be narrowed, by being confined entirely to the business of their own profession, and being cut off from the society of persons of other professions. Then there is another great disadvantage that would arise from it: a man at 16 or 18 may choose to be a teacher, and in a year or two more may find out that he is unfit for the employment; and then, if he has gone to a seminary intended for teachers alone, he is tied down to the profession, and made unfit for any other; or, at least, would find it impossible to prepare himself for another without going back almost to the very beginning of his education. It would, therefore, be better that he should receive his education in a general seminary, where persons intended for all the liberal professions are being educated; and then, if he found that he was not qualified for being a teacher, he might easily change to something else. And conversely, a man might go to the University with the intention of being a clergyman, and from taste or prudential considerations might prefer to become a teacher; and then nothing would be more simple, than to step into the class-room, where the lectures on education were given, and into the school where they were exemplified: consequently the profession of teaching would gain those young men that were suited to it, from other pursuits to which they were not so well suited, and there would be a great facility for lopping off those, that had at first intended to pursue it, but afterwards found they were not adapted to it.

968. With reference to the necessity of furnishing Teachers with this knowledge of the great principles of education, do you think that such a necessity is at all recognised in the system of education pursued at the University in Dublin?—No; nor in that pursued at any university that I know of.

969. You think it would be extremely desirable for that body to establish either lectures, or some other mode of bringing under the consideration of those who are destined afterwards to become Teachers of schools, those great principles upon which, in your opinion, all teaching depends?—There ought decidedly to be a regular and complete course of instruction on the subject, by lecture or otherwise, in the University of Dublin, and in every other university. I do not mean to blame the universities for not having such professorships, because, as I have already stated, the science of education is only now being constructed; but I think the universities should now take it up, and make it one of their chief objects; and I think the provost, or other head of each college, is the proper person to give such lectures.

970. Do you find that the course of education pursued at the University, and the principles there recognised, give a direction and impulse to the line of education pursued throughout the whole of Ireland?—Certainly.

971. And whatever, therefore, is faulty in the educational system of the University communicates itself throughout all the schools in that kingdom?—Undoubtedly, except in so far as school education is somewhat modified by other causes; and chiefly by the necessity of adapting it in some measure to the wants of those who are not intended for the University.

972. Have you ever made an application to Government for the foundation of a course of lectures, or a Professorship of Education, in the Academy of Belfast?—In conjunction with my colleagues, I made an application to Government, I think in 1831, and pressed it more particularly in 1833. We did not ask for a grant to found a course of lectures on education, because that course is already founded; but we asked for a sum of money to enable us to make some collateral improvements, without which the usefulness of the lectures on education is much limited; and we offered to give the Government an equivalent in the power of nominating persons to be educated as teachers.

973. You would not exclude, from the arrangement for the instruction of Teachers, schools specifically set apart for that purpose?—If any private individual or individuals chose to establish a school for the education of teachers alone, I think it would not be consistent with the principles of a free government to prevent it; but I think the Government itself ought not to establish any such school. And I feel quite sure, that the teachers sent out from such an institution would soon be found so far inferior to those coming from general seminaries, that the former must either extend itself into a University or sink.

974. Are

974. Are you not aware that the greatest benefit has been derived from the institution of such schools set apart exclusively for Teachers (otherwise called Normal schools), in Germany, Switzerland and France?—I have understood that a great deal of good has been done by the Normal schools on the Continent; but I am satisfied that much greater good would have been done if, instead of establishing Normal schools, there had been simply professorships of *Pedagogie*, as they call it, established in connexion with each of their universities, the professor of that science having under his control, and accessible to himself and his students, a school conducted on the principles laid down in his lectures.

975. Would you have a Model school annexed to the school where the lectures on education were given?—Most certainly; just as there is a hospital to which the students of medicine always resort, in order to see the principles laid down by the professor put in practice at the bedside of the patient. I would, however, rather not use the phrase "model school," because, from its application hitherto, it has come to suggest the idea merely of a piece of mechanism, after which another piece of mechanism is to be framed; and because there is connected with it the notion of its being a school for the children of the poor.

976. What are the other classes that compose the Academy at Belfast?—Our college department, as I have already stated, is as yet but imperfectly revived; the portion of it at present in operation, contains a logic class, and classes for natural philosophy, for natural history, and for belles lettres.

977. Have you many pupils in the several classes?—No, very few; the number fluctuates; the largest number we ever had in the logic class, was, I think, 16, and the smallest number four.

978. Are the pupils attending the other classes more or less numerous?—I think the logic class has been more numerous than any other, except that of natural history. I am not able to speak exactly with regard to the numbers of the other classes.

979. In the Logic class, what course is pursued?—We begin by using the Dublin College text-book, Murray's Logic, leaving out some parts, and correcting and modifying others; and after having explained thoroughly all that is contained in that manual, we proceed to give an account of the different kinds of evidence; first, the evidence of observation, then the evidence of testimony, and then the evidence of inductive reasoning. This comprises the range of the logic class.

980. Are Metaphysics comprised in the logic class?—No, excepting a few elementary notions, with regard to some mental operations, of which a little must be understood, in order to understand the connexion between language and thought.

981. What are your text-books in Metaphysics?—We have only once had a course of mental philosophy, in which Brown's Lectures was made the text-book, and was read with a number of oral observations and corrections.

982. Do you mean to say that merely technical Logic, and not Metaphysical, is taught in those classes?—The best idea I can give of the manner in which the ancient logic is taught, is to say, that we teach the Dublin College text-book, Murray's Logic, and ingraft upon that all the improved views of the subject, which are given in Dr. Whately's Logic, exhibiting, in short, the philosophy of the ancient logic. We do not enter into the metaphysical inquiries, which were introduced first, I think, in the University of Glasgow, because we think it quite out of place to introduce a student to the most difficult of the sciences, before he has learned the principles by which correct reasoning is to be distinguished from fallacious. I must add, however, that besides what is commonly but incorrectly called syllogistic reasoning, a course of logic which shall serve as a suitable introduction to the study of the sciences, ought also to treat of the method of induction, and also of the principles by which we are to be guided in estimating the evidence upon which facts must rest, that is to say, the evidence of observation, and the evidence of testimony; and in short, taking the word "evidence" in its widest sense, including observation, testimony, induction and deduction, I think that the proper object of a logic course may be stated in one word, to be—the whole philosophy of evidence: accordingly, our logic course embraces all this.

983. You do not include any of the systems pursued upon the Continent, either German or French?—I am not acquainted with the methods of teaching logic on the Continent, and am not aware whether they differ from those followed in British colleges.

984. What is your Mathematical course?—It begins, of course, with the Elements

Rev. R. J. Bryce, LL.D.

15 July 1835.

ments of Euclid, and Algebra, and the pupils are carried on as high as they please; some of them, to the differential and integral Calculus; some of them stop far short of that.

985. What is your course of Natural Philosophy?—It embraces the elements of all the departments of the science: theoretical and practical mechanics, hydraulics and hydrostatics, pneumatics, electricity and galvanism, magnetism, optics, astronomy. There is no text-book used; the teaching is done altogether by lectures and experiments, with an examination on the lecture at a separate hour. The pupils submit to the teacher essays, which they write upon the different subjects treated of in the lectures.

986. Have you a Laboratory connected with the Academy?—No, we have no space for it.

987. Do you teach Chemistry?—There has never been a regular class of chemistry.

988. Do you make any application of the sciences to the ordinary purposes of the mechanic or the artisan, such as to the construction of machines, or the various branches of commercial or agricultural Chemistry?—I have stated that we have never had a regular class in Chemistry; once or twice, young men have read a book on chemistry, and made a few experiments with cheap and easily obtained apparatus to illustrate some of the leading principles, but there have never been more than one or two at a time following that course. As to the other sciences mentioned in the question, the general principles are quite enough to occupy the regular course; but any young men intended for professions and employments in which the practical application of the sciences is required, for example, young men intended for engineers, are instructed in those things.

989. Are they instructed by the same teacher, or are they obliged to recur to distinct teachers for that purpose?—The same teacher does all, though it would be too much for most men; he teaches mathematics and natural philosophy, and the little of chemistry we can overtake, and also natural history.

990. Is he allowed the use of instruments belonging to the institution?—There are no instruments belonging to the institution; he has some which are his own property, and he borrows from his friends; so that he is able to make up a very good apparatus for natural philosophy.

991. Does he usually exemplify his lectures on Astronomy, and on the various branches of Natural philosophy and the other sciences, with instruments?—In teaching astronomy, few instruments are necessary; such, however, as are useful, he employs. Of course, the lectures on some departments of natural philosophy, particularly electricity and optics, depend entirely upon instruments.

992. In teaching Trigonometry, does he employ the Theodolite?—I cannot speak as to the theodolite in particular; but I know that he makes the pupils use different trigonometrical instruments.

993. Is surveying generally included in your course of scientific education?—It is not generally; but if there be persons who wish to learn it, the teacher is always ready to instruct them, both in surveying and in navigation.

994. Are there separate charges for such instruction?—No; they are all included under mathematics.

995. Do you think it possible to teach effectively Natural Philosophy, including Astronomy and Optics, and other sciences of that class, without illustrations and experiments, which involves the necessity of having a proper apparatus?—Certainly not.

996. You then think it highly desirable there should be connected with such institutions an effective scientific apparatus, and a Museum?—Certainly, there ought to be an apparatus, either the property of the institution, or the property of the lecturer. I think there can be nothing done effectually for the mass of students without apparatus, although there may be some that have the power of conceiving a fact or a phenomenon in their own minds without such aid.

997. What branches does your course of Natural History comprise?—All the departments of natural history, namely, mineralogy and geology, zoology, and botany, are taught to some of the very youngest children in the schools, and at the same time there is a higher class in which lectures are given to those that are more advanced. The higher lectures are given occasionally, but there is always going on a class in one or more of the departments of natural history. The botanical classes are of course confined to the spring and summer, but the other departments are taught at all seasons of the year.

998. Have

998. Have you many pupils in those departments?—Natural history forms a portion of the course of geography; each geographical class devotes two days in the week to the study of natural history; the numbers vary from 20 to 50.

999. What course do you pursue in the study of Geography; do you embrace Statistics?—The children who learn geography generally begin it at such an age that the only way of teaching them is by a very elementary text-book; the books used are, first, a tract of a few pages, containing the elementary definitions in a short but simple form, and then a work by Professor Thomson, now of Glasgow, late of the Academical Institution of Belfast. In teaching from these books, care is taken that the children do not merely commit them to memory, but that they thoroughly understand them. There is a good deal of statistical information of an elementary kind in Thompson's Geography, and of that the classes are generally made masters.

1000. In the college classes, do you continue the study of Geography?—No.

1001. Do you not think it would be extremely useful to adopt a course of geography connected with Statistics to a considerable extent, in more especial reference to the pursuits of the middle classes?—I have not considered the subject particularly, and therefore I cannot say whether mercantile and professional people would be likely to follow up such pursuits; but I am inclined to think that that subject, and the theory of trade, ought to be generally studied by the middle classes.

1002. Have you any course of Political Economy in the Academy?—No.

1003. Are there not juvenile societies connected with the Academy, formed for the cultivation of many of those different branches of scientific study which you have just described?—There is, in the Academy, a society for the study of natural history, which has got up a very excellent little museum; their collection of minerals is nearly perfect for the purposes of instruction; and they have also a considerable number of birds, and shells, and other subjects in natural history: this collection has been formed within the last few years by the exertions of the mathematical master and a few of his pupils.

1004. Is there great anxiety testified amongst the pupils for the culture of those branches of science?—Natural history is the most popular study, and the accurate scientific knowledge of it, which they acquire, is really very remarkable. I am not a naturalist myself, but the mode of teaching it, I think, I can explain. The teacher has published two little books, one containing the names of minerals, rocks and shells; the other, those of animals, each arranged on the most improved classification. Every pupil holds in his hand this little manual, while the teacher explains the principles of the classification, and describes the genus or species, showing a specimen, if accessible; and they find in practice, that the name is sufficient to recal to the pupil's mind the explanation of the properties of the object.

1005. Do the pupils make collections themselves, or are they formed by the teacher for them?—Some of the pupils have private collections of their own, which of course are formed entirely by themselves; and they are all very diligent in increasing the public collection of the Academy.

1006. Do they write occasional essays on these subjects, or give any account, written or oral, of their discoveries?—It is conducted upon the model of a natural history society, which has existed at Belfast for several years, and consists of literary, professional and mercantile men. The order of proceeding is nearly the following: one of the members reads a paper on some subject connected with natural history, chosen by himself, and then the statements in that paper become a subject of conversation round the table, and it is very interesting to observe the ingenuity of their remarks, which generally show that they not only remember what they have been taught, but observe facts for themselves. I ought to add, that the members are not all boys; some of the masters and assistants belong to the society; and some young men, who were formerly pupils, have continued members after their education was finished.

1007. Do you pursue the study of Arithmetic to any considerable extent, either in its theory or its applications?—Yes; both the theory and the practice of arithmetic are taught to as great an extent as each parent wishes his son to go.

1008. And its applications to professional, especially commercial life?—Yes; in fact the principal part of the business of the mathematical master in teaching arithmetic, is its application to commercial purposes.

1009. Is Drawing generally cultivated in the academy?—There is a drawing master, but there is not a very great taste for drawing.

1010. How many are there generally attending the Drawing class?—It varies, I think, from six or eight down to one or two.

 1011. Drawing

Rev *R. J. Bryce*, LL.D.

5 July 1835.

1011. Drawing then is not made an essential part of elementary study?—No part of study is made essential. The academy is open, and affords an opportunity for every parent or guardian of a child to give him what education he pleases; but we find it quite impracticable to use any means for making the parents have the children taught anything but what they themselves think desirable.

1012. Do you think it more advisable that a system of general study, obligatory upon all, should be pursued, or that the system of classes, such as you have described, leaving the choice of studies open to pupils, or, more properly speaking, to their parents, should continue?—I think it is better that the system of classes should continue; I think a system of study, obligatory upon all, would only have the effect of driving away from the seminary those who have not a relish for those studies, and sending them to private schools, where they could get the branches they wanted separate from those they did not want; and by that means they would be kept out of the reach of improvement, and out of the way of forming the taste, which would lead them voluntarily to seek for higher studies.

1013. Do you find that pupils in the academy generally attend several classes at the same time?—Yes; they generally attend at least three, some attend one only, and some attend as many as five or six.

1014. Is there a separate payment required for each class?—Yes.

1015. Is the scale of fees uniform throughout the classes?—No; some classes charge higher, and others lower.

1016. Do you find that the attendance depends at all upon the scale of fees?—No, I think the scale of fees depends upon the attendance; I think that those things which are wanted by fewer people are charged higher; the reason of which is commonly said to be, that, where there are fewer pupils, there must be a larger fee paid by each, in order to maintain the teacher in the same degree of respectability.

1017. May not the operation of cause and effect be the other way?—No; for if there were any number of persons wanting to learn mathematics, for example, and deterred by high fees, there would soon be found persons to teach them at a lower rate, which would compel the teachers in public seminaries to reduce their terms. To lower terms in any other than this natural way, never increases the number of students, but rather diminishes them.

1018. Has not Dr. Chalmers founded one of his main arguments in favour of endowments, upon the very necessity which you describe to exist of raising the fees where the number of pupils is small?—Yes, he lays much stress on that argument; but I think, that where the number of persons desiring a thing is small, the reason is, that the number of persons having use for it is small; and the reason why the number of persons using it is small, is, that the application of it requires more capital: for example, a man must have some capital before he would think of putting his son to any employment that would require mathematics, and still more, before he would think of having him taught that science as an accomplishment; whereas a man who has less capital, thinks of putting his son to an employment that requires arithmetic; therefore, wherever there is anybody that has any practical use for mathematics, anybody who would accept it if it were offered to him for nothing, in 99 cases out of 100, that man has capital to make the additional payment. In a word, school-fees are a very small consideration in a boy's education; time and maintenance are much more important; and a man who can afford mathematics at all, is not likely to care for a guinea or two of additional expense per annum.

1019. Do you find that those classes are best attended which go through constituent portions of the course of education in the University?—No; those classes are best attended, in which things are taught that everybody requires; arithmetic, for example, is requisite for everybody; geography is felt by almost everybody to be necessary.

1020. Is not the Latin class as well attended as any of the others?—Not nearly so well as the mercantile classes: arithmetic, geography, English and writing, are the classes that have the largest number of pupils.

1021. You say that the Drawing class is not much attended; as it appears necessary for the professions of engineering and drafting, and other professions of a similar nature, which are called for constantly in Ireland, how comes it that such a class is so neglected?—There have been hitherto few persons intended for such employments carrying on their professional education in Ireland, at least at Belfast; but these few have generally attended instruction in drawing.

1022. Are you aware that there is an increased demand for surveyors and engineers at present, in consequence of the new Grand Jury Act?—Yes; and pupils of that description are consequently increasing in number.

1023. Do you find that the sons of men of independent property generally attend the Drawing school?—Not generally; but there is a larger proportion of these than of any other class of students not intended for employments in which drawing is required.

1024. What number of pupils have you constantly in attendance upon your Academy, passing through the whole course of education, and not limiting themselves to particular classes?—I could not answer that question with any approach to accuracy, for I have no means of distinguishing.

1025. What number of pupils have you attending the Academy?—About 150.

1026. From what rank of life do the pupils generally come?—The pupils are generally the children of persons from the rank of country gentlemen of 3,000 *l.* a year, down to that of the most respectable class of shopkeepers in Belfast. We have occasionally a few of a higher rank, and occasionally a few of a lower; but the general run of our pupils is taken from the classes of society I have mentioned.

1027. Supposing you had pupils to the number of 150, would you expect, on examining the professions and situation in life of the parents, to find one-half, or a greater or less proportion of the number, sons of country gentlemen?—I should suppose that about one-third might be the sons of country gentlemen, beneficed clergymen, physicians, lawyers, bankers, wholesale merchants, retired merchants, and persons of that class.

1028. In what situations in life would you expect to find the other two-thirds?—I should expect in the other two-thirds, to find the great majority of the highest class of shopkeepers, and the class of merchants occupying a sort of middle ground between shopkeepers and those who are commonly called wholesale merchants.

1029. In what proportion would be found the children of retail dealers?—I should say, that of those persons whom the term "retail dealers" generally describes, there would be found to be less than one-fifth of the remaining two-thirds.

1030. What description of Academical education do the children of retail dealers generally receive?—Using the word "retail dealer," not as accurately describing the mode in which a man carries on his trade, but rather as characterizing a particular class of society, I should say that, generally speaking, they have them instructed in reading, writing, arithmetic and geography; many of them, however, bring up their sons to professions.

1031. Do you think it preferable to provide separate institutions for the different classes of society you have described, or to unite them in one?—It is much better and more efficient to have a seminary that affords every kind of education, and allows each parent to pay for just as much as he wants.

1032. Suppose a class of parents that can afford to give their children education at an expense of 10 *l.* a year, but scarcely beyond that sum, is there any seminary in Belfast to which such parents could send their children, and secure them such a benefit?—The fees in the two public seminaries of Belfast, namely, the Academy, and the Academical Institution, do not generally exceed 10 guineas a year.

1033. Would not that limit them to three classes at the utmost?—Three classes are, generally speaking, quite enough to occupy a boy at one time, and the mode I always advise parents to follow, is to give a boy no more than three or four classes at one time.

1034. So that a parent who can afford to give only 10 *l.* a year for the education of his child, could, in your Academy, procure for him the best Instruction the Institution affords for that amount?—Yes; about 10 or 12 guineas a year would give a lad as many classes as would be sufficient to occupy his time.

1035. And this could not be accomplished were not the school divided, as you have described, into a number of classes?—I think not; for it is the division of labour that secures, in this as in all other cases, cheapness of production.

1036. Would you carry further out this principle; for example, would you extend it to our ordinary Elementary schools?—I would carry it as far as it could be carried: it must be necessarily limited by the extent of the market; that is to say, in a neighbourhood where there is not a very considerable demand for a particular branch of education, you cannot have, and you ought not to try to have, a separate master for that branch; and consequently, in a thinly peopled district, or a small town, you must be contented with one or two masters, to teach what would employ five or six among a dense and wealthy population.

1037. Do you not think it would confer a great benefit on Ireland, if, in the capital town of each County, means of education similar to such as you have described,

Rev. *R. J. Bryce*, LL.D.

15 July 1835.

described, could be furnished to persons who could afford to pay even a lower rate for the education of their children than 10 *l.* a year?—I think there could not be a greater benefit conferred upon the country than the establishment of a number of such seminaries; but I think neither the number nor the localities ought to be determined by the county towns. In some counties there ought to be two or three; in others, perhaps, the county town would not be the proper place; and perhaps there might be some counties not yet ripe for any.

1038. Do you think that improvement in Ireland must descend from the upper and middle classes to the lower?—Improvements almost always do so; the upper classes wore watches and umbrellas before they came down to the lower classes.

1039. Do you not find that in the south and west of Ireland the lower class of society, however gifted with natural intelligence, is still deficient in knowledge?—I have understood that there is a great want of education among the middle classes in the south and west of Ireland, and the want of means of obtaining good education appears to me one of the causes why a middle class is not formed in those parts of Ireland.

1040. Have you ever been in the south or west?—No; my only knowledge of those parts of the country is derived from the conversation of persons that are well acquainted withit, [of whom I have made many and anxious inquiries on every opportunity.

1041. How do you conduct the religious education of the pupils in the Academy?—There is one hour in the day during which the English master has a Scripture class, and those of the parents who choose to send their children to that class do so; those who do not choose to send them of course refrain.

1042. Do you find different persuasions mingle in the same school without inconvenience or objection?—Yes, we have had the son of a Jew in that Scripture class.

1043. Have you many Catholic pupils?—Not now; the Roman-catholic bishop has established lately a school immediately under his own auspices, and to that, as a separate school, the greater number of the Roman-catholics have latterly gone. Besides, the Roman-catholics of Belfast are not above a fourth of the population; and there are not very many of them in that class of society from which our pupils are taken, so that they were never very numerous in our schools.

1044. Before the establishment of that school, did you find any reluctance on the part of the Roman-catholics to enter the Academy?—No; I think we were particularly popular with them.

1045. Was there any interference of any kind allowed with their religious opinions?—No; we had little temptation to interference with their opinions; they came to study the classics and mathematics, and of course the classical and mathematical masters confined themselves to their own business.

1046. In teaching History, is it not somewhat difficult to avoid all reference to religious opinions?—I have not had any experience in teaching history myself, but I think that a man who is determined to be candid and fair, and to avoid wounding the feelings of any pupil in his class, may very easily teach history, even from a text-book in which there may be objectionable expressions, without doing anything to offend.

1047. Would you recommend for theological education separate Colleges, or do you think it better that pupils destined for the clerical profession should be educated in common with others?—Most decidedly, that they should be educated in common.

1048. On what grounds do you found such opinion?—On the same grounds on which I founded the opinion, that to make the professional education of teachers a part of an university course is preferable to conducting it in a Normal school; only that I think it is still more necessary in a clergyman, because, from the peculiarly delicate nature of his functions, it is of more importance that his mind should be as much enlarged, and his knowledge of human nature rendered as extensive as possible, which I think can only be attained by mixing with people of different religious persuasions, and people of different professions and walks in life.

1049. Have you seen any inconveniences arise in practice from such intermixture?—I have never seen any inconvenience, but always the greatest possible good. One thing which may appear an inconvenience, namely, that a young man intended for the ministry, is sometimes, by mixing in general society, led into conduct inconsistent with the sacred vocation to which he is destined, is, I think, a great benefit done to the public, (if the ecclesiastical authorities do their duty,) because such a

man is, or ought to be, thereby prevented from entering the ministry, till he give proof of repentance and amendment; I do not see why a man should not be tested before he is used, as swords and gun-barrels are.

1050. Would you apply that remark to the period after the commencement of the theological course, as well as to the period of previous preparation?—I should think it would be desirable that, even while studying theology, the student should mix with persons of other pursuits and occupations.

1051. In pursuing the Academical course, do you apply generally the Monitorial system to the purposes of instruction?—It is used to a very limited extent in the infant school; but we do not find that there is much use for it in the others; for, by a good arrangement of the classes, the master and his assistant are able to do almost the whole work.

1052. Do you recommend the adoption of the Monitorial system in the higher branches of education?—I have always thought that, teaching being a thing which requires a good deal of intelligence and talent and knowledge, it cannot be expected that one child should have that amount of talent and intelligence which is necessary to teach another child; and that therefore, except in matters of mere drill, such as the hearing of spelling lessons, and examining of sums in arithmetic, the monitorial system is not applicable.

1053. Might not a boy taken from an advanced class, be applied to the teaching of an inferior class, in matters much beyond mere technicalities, without difficulty?—The objection to that practice is, that though he may have the knowledge, he cannot be expected to have the skill in communicating.

1054. Do you not think it a great advantage to the Monitor himself?—Decidedly; but the principal object ought to be to do justice to the pupil.

1055. Would you object to employing a certain number of pupils as Monitors to an inferior class, provided the instruction of the teacher were not too much excluded and too much time were not allotted to these secondary exercises?—Yes; I think in all cases the objection that lies against it, is, that you cannot expect skill in teaching in the monitor. I understand that in some schools for the poor where they make it a system to train monitors, they can be trained; but the parents of the upper and middle classes would not allow their children to be trained in that manner for the purpose of teaching others; and even in schools for the lower classes, I understand it is now a very general practice to pay the monitors some small remuneration.

1056. You are aware that Professor Pillans remarks, that there is a strong objection in Scotland on the part of parents to the employment of their children as Monitors in the parochial schools; does the same feeling exist to any extent in Ireland?—I think it does, but not to the same amount. In schools for the upper and middle classes, I do not think the monitorial system has ever been tried, or that it is likely to be tried to any great extent.

1057. Has it not been tried in such schools (in Scotland, for instance,) with great advantage?—It has been tried; but from the general principle which I have laid down, namely, that it seems to be necessary that there should be skill in teaching as well as knowledge, I am inclined to doubt what I have heard of the success of the monitorial system, unless in those cases where the monitors are specifically trained to be monitors; and even there the teaching is wretched, compared with that of an enlightened and matured mind, educated to the profession.

1058. Might not the pupils, who are going through a course of education for the duty of Teachers, be occasionally employed, with mutual advantage to teacher and pupil, as Monitors in schools?—Yes, with great advantage to all parties; but that is quite a different affair from ordinary monitors. I have had some young men, intended to be teachers, who have felt it to be a great advantage to be employed in hearing classes, not exactly as monitors, but as a sort of second assistants.

1059. Would it not be advisable in large institutions, where courses for the education of Teachers were founded, to employ the pupils, passing through such course, in assisting the Professors in teaching their several classes?—Yes, it would be an advantage to the students of the art of teaching who should be thus employed; but I think, if there were many such students, it would be necessary that those to whom such a trust was to be given should be chosen with great care.

1060. Do you find any difficulty in maintaining the discipline of the Academy?—We find it extremely easy; we have very little trouble with the pupils.

[Rev. *R. J. Bryce*, LL.D.

15 July 1835.

1061. What are the means you generally adopt for such purpose?—We find that punishment is very seldom required; as to other means, we take care to convince the pupils by actions, not professions, that discipline will never be exercised with caprice or with partiality, in passion or in haste. Care is also taken by the masters to make the lessons thoroughly understood; the result of which is, that the pupils generally are willing to study, and have agreeable associations with the schools, and a kind feeling towards the masters. Thus we have formed a tolerably sound state of public opinion in the little community. They know from experience that no punishment, however slight, will be inflicted, unless it be absolutely necessary; and that the masters will not shrink from inflicting any punishment, however severe, which the maintenance of order may require. The result is, that the sympathies of the juvenile public, instead of being with the offender, are generally with the law; and we are improving in this respect every year.

1062. You have not found Corporal Punishment in general requisite?—Punishment of any kind is seldom required; in some of the schools not for months I ought to add, that corporal punishment is by no means excluded; on the contrary, we seldom use any other, in the few cases in which punishment is resorted to at all.

1063. Do you use Rewards?—My own opinion has long been decidedly against the use of rewards, as more injurious to the mind than even punishments. Most of my colleagues now agree with me; but we wish to proceed with caution. We have not, therefore, introduced the mode of governing by rewards, and the Academy is in this respect much as we found it. We have no other rewards than the premiums for the annual examinations, and the simple distinction, that when one boy misses a question and another answers it, the successful one takes the place above him in the class, which is intended less as a reward to ambition than as a convenient arrangement, by which the teacher can at once see who are the boys that have answered and who are those that have not.

1064. Do you hold periodical Examinations?—We have an annual public examination, in addition to the weekly examinations which I mentioned formerly.

1065. Are reports published of the proceedings of the Academy?—No.

1066. Do you think it would be advisable to publish such reports?—I question whether there would be any materials for reports. Seven or eight years ago, when we were introducing many and great improvements, every year's report would have been interesting. Now that a good system has been established, though we are going on with improvements, they must be in minor arrangements, so that reports would be tiresome and unprofitable, unless they appeared at intervals of not less than five years; and even then, it is probable that each report would be much like that which went before it.

1067. Do you think such reports would be useful to the rest of the country, by stimulating exertions, or furnishing information?—I think that purpose is answered by a statement of the plan and method of conducting the Academy, which has been printed and circulated.

1068. Must not the circulation of such a plan be extremely limited compared to that of a Report published under some public authority?—It has, perhaps, a different channel of circulation; and I have no doubt that occasional reports, giving an account of important improvements, would be useful.

1069. Would you have any objection to see the Academy of Belfast placed under the inspection of the Board of Education?—I should object, decidedly, to its being made in any manner subject to any external body; but I should have no objection that information should be afforded to any public board to the fullest extent, with regard to what we are doing.

1070. Pursuing the account you have given the Committee of the course of instruction given in the several schools in the Academy, can you state the mode in which the English school is conducted?—The business of the English school embraces reading; not the very first steps of it, because the children must have learned so much, before they enter the English school; and it is to do this more effectually, that the infant school has been connected with the Academy. But one important object of the English school is to improve the pupils in reading. Another primary object is to teach them the mother tongue, which implies the explanation of words and combinations of words; and also instructions in the principles of English grammar. The books used for these purposes embrace an elementary course of history. The higher classes go over an elementary course of belles lettres, embracing some higher departments of grammar, and some easier parts

parts of the theory of taste. The book used for this purpose is Blair's Lectures, from which the teacher selects such portions as he thinks most suitable, and prescribes them to the pupils to be studied.

1071. Is Composition taught in the English school?—Yes; the pupils are exercised in composition.

1072. What is the course adopted in such exercises?—Subjects for essays are prescribed in great variety, and sometimes the pupils are permitted to choose subjects for themselves. In the latter case, it will be readily supposed that the subjects are very various; for example, one boy gives an account of his adventures during the vacation; another writes his own life; a third invents a short tale or fable, and so on. The subjects prescribed by the master are also very various; such as to give an abstract of some portion of history; to trace the cause or effects of some particular event; to frame a speech which may be supposed to have been spoken, or a letter which may be supposed to have been written, by some historical character upon some particular occasion. For example, I recollect it was lately proposed to a class reading Robertson's History of America, that they should write a speech which might be supposed to have been made by Las Casas, to induce the King of Spain to treat the natives of South America more kindly.

1073. Do you think that such Compositions as imaginary speeches of the description you speak of, are productive of much utility?—Yes, I think they are particularly useful, because a theme of that kind must lead a pupil to think of the facts of the history to which it refers in the first place; in the second place, it must exercise him in forming a conception of how the individual, whom he personates for the time, would speak and act in certain circumstances.

1074. Do you exercise the pupils much in written analyses of what they read?—Yes; the English master considers that a very useful sort of exercise, and practises it considerably.

1075. Do you couple Elocution with these exercises?—Elocution is taught by the English master. It is however elocution simply; that is to say, the boys deliver, not their own compositions, but pieces which they commit to memory for the purpose of reciting them.

1076. In the English course are lectures or instruction given on the history and progress of English literature?—In the higher belles lettres class, which belongs to what we call our college department, the English master lectures on the history of English literature, and upon the history of language.

1077. Do you read the early English writers, such as the prose works of Milton, Jeremy Taylor, Hooker, Raleigh, &c. &c. &c.?—Milton's works, both prose and poetical, are in the library, together with the works of Chaucer, Spencer, and several other of our older classics, but they are not read as a regular part of the business of the school.

1078. Do you not think that English style would be much improved by more frequent reference to the early models of our language?—Yes, but the formation of an English style of so high a kind as is suggested by the question, can never be so great an object to so many pupils in a mixed seminary, as to make it right to introduce it into a general course of instruction. Besides, it may be done perhaps more effectually by a course of private study, with the occasional advice of the teacher; that is, the teacher may recommend to the pupils the study of those authors, and the students may get the books out of the library.

1079. Is there a disposition on the part of the teachers to recommend the early English writers?—Yes; our present English teacher is very fond of English literature in all its departments; he is himself a man of fine imagination, and a poet, and takes great delight in encouraging the study of elegant literature.

1080. Are the pupils exercised in poetical reading and composition?—I am not aware that there have been any poetical exercises prescribed, and I do not know that there have been any voluntarily given in; but English poetry is studied.

1081. Are portions learned by heart?—Not much, except for the purposes of elocution.

1082. Do you not conceive that the exercise of learning by heart, whether poetry or prose, is one of the most useful which can be adopted for the younger pupils?—I think it is in many instances very useful, but I think it ought to be voluntary.

1083. Are you not of opinion that there are many means to render the study of almost every branch of literature voluntary on the part of the pupil?—I am quite satisfied that it is easy to make almost every child fond of learning almost anything,

Rev. *R. J. Bryce*, LL.D.

15 July 1835.

thing, for the pleasure of the study alone, without any expectation of either reward or punishment, and it is on this that our whole practice every day is founded. But when I used the word "voluntary," I did not mean to use it as opposed to "compulsory," but as opposed to "prescribed;" that is to say, that such an exercise should be left to the pupil at home, and that the object of the school ought to be to give him the taste which will induce him to do it for his own amusement.

1084. Have you at Belfast any society similar to the formerly existing Historical Society at Trinity College?—There have been many debating societies in Belfast; there is one belonging to the town not connected with either of the literary institutions. There have also been connected with both the literary institutions, debating societies among the pupils.

1085. Do you recommend the encouragement of debating societies?—I am more than doubtful of their utility. I permitted the formation of a debating society among the more advanced pupils of the Academy some years ago, but I am inclined, by the experience of these years, to think that there has been no great good derived from it. I find that debating societies are generally useful for a little while in turning the attention to reading, and that they very soon fall off; the interest in them generally expires, or at least falls asleep, and then, after some years, when the thing is fresh, they are revived again. The reason of this is, that they are necessarily limited to a small range of questions, and when the interest attaching to those questions has been exhausted, by their being debated over and over again, it disappears.

1086. Is there not another evil resulting from them, that they are calculated to give very superficial views of most of the questions debated?—Why yes, to a certain extent. It is possible to make a flashy speech, with very little knowledge, and this furnishes great temptations to rest contented with a superficial view of a question.

1087. And consequently to form a habit of superficially examining all similar questions even at a future period of life?—I find that some young men, who attend debating societies, are content with a superficial second-hand knowledge; but I have known others who really made themselves masters of the subjects; therefore I do not think this ought to be charged on debating societies. Their great fault seems to be the absence of all motive to aim at the only worthy object of public speaking, persuasion. The members of a debating club generally speak, not to convince, but to be applauded.

1088. Do you think that such defect usually corrects itself in the advance of life, in consequence of the student finding that sound arguments only are received by those whom they are called on to address?—No, I am rather inclined to think that if a person has practised himself in early life in passing off superficial knowledge for solid, and smooth or strong language for argument, he is likely to get more dexterous in it as he goes on: besides, why should he have anything to unlearn?

1089. Have you not found that the desire to speak upon a given subject has induced many to apply to some particular study, who would not otherwise, perhaps, have felt any inclination to such application?—It is very hard to pronounce upon that point; a person, whose mind has been roused to study by the excitement of a debating society, I think would probably have been roused in the same way by some other cause. There is no means of ascertaining positively whether he would have remained indolent and inactive but for that excitement.

1090. You have stated that you use selections in teaching the English language, do you think that any inconvenience arises from preferring selections to complete works?—There is a little inconvenience, but it would be impossible to induce the parents to go to the expense of the entire works, and there are already complaints against our English master, who, in his ardour to make the pupils acquainted with the best works as much as he can, sometimes goes further, in ordering the purchase of books, than the parents like.

1091. Were our English classical writers provided in a cheap form for schools by the Board of Education, would not such difficulty be obviated; and if so, would you prefer such works to the selections at present used in the course?—As every boy must have a copy of his own, the expense would be considerable in any case; and why should public money go to cheapen books for the wealthy merchants of Belfast? besides, this sort of reading is more suited to private study. The object of the English school is principally to teach the language; and, consequently, I think that it is better to have complete elementary historical treatises, and some few books

of

of that kind, the object being simply to teach the language, not to make the pupil acquainted with all the valuable knowledge and literature which the language contains. The formation of a literary taste, and access to a school library where that taste may be regaled with the works of the best writers, is quite sufficient; and I find that the English master, who is himself a man of taste and reading, when, in a collection of pieces for reading and recitation, he meets with a gem of poetry, or of any other kind, can refer to the entire work and excite an interest about it in the mind of the pupil, who gets it out of the academy library, and that I think is particularly valuable, as accustoming the pupil to read other things than those which the master precisely prescribes to him.

1092. A great portion of the beauty of a work arises, not only from the structure of the language, but from the structure of the story and the nice adaptation of the parts; is it not as necessary that the attention of the student should be directed to these excellencies as to the choice of words and the combination of sentences?—The understanding of words and the combination of sentences must come first, before the mind is able to spread itself over a large surface; and it is the proper business of an elementary English school to teach the language. In the higher class of our English school, already referred to, in which the more difficult parts of grammar and the elements of belles lettres are taught, it is a very common thing for the teacher to say to a class, "Now, you will find such a book in the library, read it, and give me an account of it, in whole or in part, according to circumstances;" and so they extend, and have afterwards an opportunity of extending themselves over entire works. A discursive course of general literature is not the business of the school, but of the closet; the school ought to form the taste and give the power for it.

1093. Do you use *vivâ voce* examination, or examination in writing?—*Vivâ voce* altogether.

1094. Do you prefer it to examination in writing?—I have never tried examination in writing; but I should suppose if the object were to test very accurately, for the purpose of deciding a great prize, the knowledge of young men, examination in writing would be better; but when the object is to teach, or to form a tolerably accurate estimate of the attainments of the pupils, *vivâ voce* examination is preferable.

1095. In teaching the other languages, French, Italian and German, do you pursue the same course as in teaching English?—No; the pupil begins by learning the inflexions of the verbs, and the genders and numbers of the nouns, and he soon begins to read some book; in teaching the foreign languages we have no selections, we take some entire book.

1096. Is it left entirely to the decision of the Teacher?—Yes, subject to the superintendence of the Principal.

1097. Are there many pupils in the Italian, French and German classes?—No; there is always a class in French, its number varies very much; there is a Spanish class occasionally, not constantly; I do not think there has ever been an Italian class; there have been some individual German pupils occasionally.

1098. You have mentioned that there is a Library connected with the Academy; is it open to the pupils?—Yes.

1099. To all the classes?—Yes; there is a general library which is open to the masters and assistants, and to those of the pupils who pay a subscription of 1*s.* 6*d.* per quarter towards its funds.

1100. What number of volumes does it contain?—I think about 400 at present.

1101. Who has the selection of the books?—The masters.

1102. Has it been long forming?—The foundation of it was laid by me, just at the time when I came to the head of the Academy, which was in 1826.

1103. Are the books required to be read in the library, or are they lent?—They are lent.

1104. Do you find that they are taken care of in general by the boys?—Yes; there are some valuable ones that we do not lend out without restrictions.

1105. Would you recommend the practice of attaching libraries to all our Academies?—Decidedly.

1106. Do you find that it diverts the pupil from the reading regularly prescribed in the course?—Not generally; I think if books of fiction were introduced it would.

1107. Do you take care that he should borrow books as much as possible in analogy with the course he is pursuing?—He asks for whatever book he chooses,

Rev. *R. J. Bryce*, LL.D.

15 July 1835.

and there is never any sort of interference; sometimes the master in whose school he is, and sometimes the master who gives out the books, gives him advice what book to choose, but there is no authoritative direction.

1108. Do the pupils wear any particular costume?—No.

1109. Nor the professors?—No.

1110. Do you find harmony existing among the professors?—Perfect harmony, generally speaking.

1111. Have there been any instances to the contrary?—Not anything serious since I became Principal, except in two instances: one, that of a master who refused to submit to a decision, in which the rest were unanimous. It had been the practice for the masters to supply the school-rooms with fire, and to make such a charge to the pupils as left a considerable profit. When I came to the head of the Academy I wished to abolish this practice; all the masters but one joined me; that one resisted, and defied my authority, presuming on my youth and on the strength of his own connexion in the town; the patrons supported the majority of the masters, and the recusant was dismissed. The other case was that of a master, who opened a private class interfering with the interests of two of his colleagues; he was informed, that such a proceeding could not be allowed, and the result of a rather unpleasant discussion was, that he resigned. With these exceptions we have gone on so harmoniously, that I should call that a very happy family of brothers in which there were not more misunderstandings.

1112. When were the present buildings of the Belfast Academy erected, and what is their extent and state at present?—I do not know when they were erected; the premises were purchased by the founders of the Academy in the year 1785. There had been a dwelling-house and very extensive offices; the dwelling-house was set apart to be occupied by the Principal, and the offices were enlarged and converted into a dining-hall, dormitory, and five or six school-rooms. There are now altogether seven school-rooms, including a large room in which we keep the library and the museum, and in which some of the lectures are usually given. As to the state of the buildings, they are much dilapidated, but we are about to rebuild them.

1113. What was the expense of erecting those buildings?—I think the entire expense, incurred since the first foundation of the academy, has been about 3,000 *l.* for building and repairs; including the original purchase of the lease, and subsequently the renewal of that lease so as to make it a perpetuity.

1114. How many teachers and pupils do you think it would accommodate?—We cannot, with our present accommodations, have any additional teachers or classes, without great inconvenience and crowding; but the present rooms would accommodate, perhaps, between 200 and 300 pupils.

1115. What is the annual expenditure of the establishment?—I think about 110 *l.* a year, the gross expenditure of keeping up the establishment, including ground-rent and all other charges.

1116. Have you any particular salary allocated to each of the teachers, or do they take simply the fees paid by each scholar in their respective classes?—Each master receives the fees of his own pupils, and the fund by which the expenses are met is formed in this way: the English, writing, and mathematical masters contribute each 20 *l.* a year; the principal contributes 20 *l.* as principal, and 20 *l.* as classical master, making 40 *l.*; and this is the fund out of which the annual expenses are met.

1117. Is the Infant school comprised in that arrangement?—No; the infant school is separate; the governess of the infant school receives three-fourths of the fees of her pupils, and the remaining fourth is administered by a committee of ladies, partly to liquidate a debt incurred in fitting up the room, and partly to provide the *materiel* of the school-room.

1118. Are there no funds granted by Government?—None whatever.

1119. Nor by the Presbyterian body?—No; we have no connexion with the Presbyterian body. The college department is as yet very imperfectly revived, and the expenses are met by the persons concerned in it, out of the proceeds. The expense which I spoke of is borne entirely by the four schools. The French master and drawing master are not asked to contribute, because their classes are small.

1120. Do you find that the system you speak of is adequate to defray the expenses of an institution of such extent?—Yes; I think that an institution of that kind is perfectly able to support itself; but we labour under great disadvantages from competing with an institution which is largely endowed; but putting that out of the question,

question, I think any institution of the kind, in a town like Belfast, is perfectly able to support itself.

1121. If the buildings and the ground had originally been granted to you free from any expense, do you think that, by a very small assessment to defray the ordinary outgoings of the school, it would be perfectly able not only to support itself, but to extend its utility more considerably than it does at present?—Yes, and without any assessment at all; I should feel myself degraded if the Academy were upheld by an assessment; if we had the ground and the buildings free, and if there were not competing with us another institution which is endowed, we should be able to do all that I think we could wish.

1122. In other parts of Ireland, where towns so considerable as Belfast are not to be met with, and where there is not the same zeal for education, do you think that an assessment to a small amount would be necessary for the purpose of securing an institution like yours against any contingencies from current expenses, and a salary to a small extent to the masters, at the same time leaving them the fees payable by their pupils, as a stimulant to exertion?—No; I think it would not be necessary, because there ought not to be an attempt made to establish such seminaries simultaneously; you would not get a sufficient number of properly qualified teachers, and therefore I would begin with those towns where they would be most sure to be supported, and I would go on from town to town.

1123. You stated just now that there has been no endowment given to the the Academy at Belfast, but that the Academical Institution is endowed; what led to that distinction?—Simply the greater energy of those that managed the Academical Institution at its foundation, and, particularly, the claim which they set forward for their institution, as being a place of education for the Presbyterian clergy.

1124. Are not a great number of the Professors in the Academy Presbyterians?—Yes.

1125. How comes it you are not in connexion with the Presbyterian body?—We do not desire any connexion except that between merchants and customers; we do not desire that they should be bound to us in any way, but simply that they should permit such of the young men studying for the ministry, as choose it, to receive their college education at our classes; and the reason which they *assigned* for not granting this, was, that the synod conceived our college department was not sufficiently developed,—that we had not all the classes which they required at that time, and they would not make a prospective arrangement; they said, "Shew us your classes in full operation and then we will treat with you."

1126. Can you state the circumstances which led to the founding of the Belfast Institution?—In the first place, the college department of the Academy had been allowed to fall asleep, from want of sufficient energy, as I believe, in the original founders and managers. Then, as I said before, there was a change in the constitution, which placed almost the entire management in the hands of an individual, and when that is the case there is always a feeling of disgust and dissatisfaction. One arrangement, by which the number of boarders in the Academy was limited and the terms of boarding raised, was particularly displeasing to the public, and the feeling of dissatisfaction produced by all these causes, was fanned into flame by a very trifling occurrence: a person supposed that his son had been too severely punished at one of the schools of the Academy; this individual and some of his friends conceived the idea of founding an opposition establishment, and out of that arose the Academical Institution, which copied the original model of the Academy, leaving out the arrangement of having an individual head or principal. They went on with very great energy and spirit; it was a period of great commercial prosperity and enterprise; and the thing fell into the hands of some of the most active and intelligent and public-spirited men in the town, who pushed forward the Institution, obtained the conditional sanction of the Presbyterian body to their students being educated there, and on that ground represented to the Government the importance of a home education, and obtained a grant.

1127. Is there any marked distinction between the two establishments, either in the course of education given, or in their respective organizations?—The organization of the schools, so far as they coincide, that is to say, so far as there are schools and classes common to the two, is exactly the same, except that the Academical Institution has no individual head.

1128. Would there be any possibility of uniting both, and would it be advantageous for the town or for the institutions that such union should be effected?—I think it might be quite practicable, whatever may be said of its desirableness; and there are two

Rev. *R. J. Bryce*, LL.D.

15 July 1835.

ways in which they might be united; they might be united so that one should take up the college part, and the other the school part, or they might be united like two colleges in one university; so that the spirit of competition in both the school and the college department might be kept up.

1129. You have not, in the academy, departments for the study either of Law or of Medicine?—Not at all.

1130. In that particular is the Institution more advanced?—They have no professor of law; they are about to establish professors of medicine, and they have a professor of anatomy.

1131. Do you think it would be advisable, in case of the establishment of an extensive institution of this kind, that there should be established a professorship of Law, as well as a professorship of Medicine?—Yes; I think that in every institution, either being, or approaching to, an university, it would be very desirable to have a professor of law.

1132. In colleges not quite so high as Universities, but above the rank of Academies, is it not desirable to have a certain portion of instruction given in the laws of the country?—I think it would probably be useful that even in those seminaries which the question means by "Academies," there should be an opportunity furnished to such persons as wish to avail themselves of it of studying the elements of law.

1133. Do you not think that every individual ought to know something of the constitution and laws of his country?—I think it is very desirable; but I think that the study ought to be promoted by exciting a taste for it, rather than by making any sort of compulsory arrangement.

1134. The taste can scarcely be excited, unless it forms a portion of early education?—There is no way of making it a part of early education, except furnishing means for learning it; now, our English master did at one time use, as a text-book, De Lolme on the Constitution, for some of his classes that were studying English history.

1135. Ought not the elements, at least, of our constitution to be familiar to the young mind?—Yes, provided that the person who teaches be discreet enough to avoid all controverted points.

1136. Do you conceive there would be considerable difficulty in Ireland upon that subject, in communicating instruction, at present?—Yes; but no insuperable difficulty.

1137. Have you made any application for a junction between the two bodies, or has any application been made to you by the Institution?—No; the thing has been suggested in conversation by some friends of both institutions, but there has never been any application on the part of either seminary.

1138. If the question of conferring any of the privileges of an University upon the Academical Institution of Belfast were acceded to, would it not be very feasible to unite the two institutions in the manner you have spoken of, that is, as two colleges in one University?—Yes, I think it would be very feasible.

1139. Apportioning different departments of study to each?—I am not sure that it would not be better to allow the different parts of study to go on in both, you would then have competition; I think that by apportioning the different branches of study you would perhaps serve the interests of the professors better, but I think not those of the public.

1140. Do you not think the schools would be more effective by confining them respectively to particular subjects?—I should say, judging from the experience of the past, it would not be so, unless there were some similar university established in some other town, not far distant.

1141. In giving the privileges of an University to the academical establishments at Belfast, what degrees do you think they ought to be allowed to confer?—I think it is a very serious question whether degrees ought to be conferred by the universities at all, or by a general board representing the literature of the country; but whatever degrees are conferred by any one university, I think ought to be conferred by all.

1142. If the course of study in any particular branch in one University should be inferior to the course in another, would you allow each to confer degrees in that branch?—It is very difficult to establish an accurate relative standard. Any university having the power of conferring degrees will, of course, find it its interest to make its degrees respectable and worth something, in order to attract students; always excepting the cases, in which the support of the university does not depend upon the students, but upon endowments.

1143. In any new arrangements which might be made for education in Ireland, would you prefer a Board sitting in Dublin, conferring such degrees, to the entrusting such power to whatever Universities might be hereafter established?—I have only lately taken up the consideration of the question, and the working of a board conferring degrees is a thing I have not yet sufficiently weighed. I can easily see that there is one advantage, namely, that if you go on founding universities, there seems to be no limit to it; if you found a second university, why not a third, and a fourth, and a fifth, and so on to any extent. Now, degrees might be depreciated in their value and importance were that the case: but this inconvenience may be counterbalanced by other considerations, which a more careful examination of the subject would discover.

Rev. *R. J. Bryce*, LL.D.

15 July 1835

Mercurii, 22° die Julii, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

The Rev. *Reuben John Bryce*, LL.D., called in; and further Examined.

1144. YOU are acquainted with the constitution of the Academical Institution of Belfast; what is your opinion of the excellencies and defects of that constitution?—I stated in my evidence on a former day, the general principles on which I think the constitution of such bodies ought to be framed, and I conceive that the constitution of the Academical Institution of Belfast does not agree with those principles. The power is vested in the subscribers and their representatives; and I think experience has shown, that subscribers, that is, donors of a certain sum of money, having no personal interest in the Institution, are apt to neglect it on all ordinary occasions, and step forward into its management when there is any patronage to be exercised; and that, consequently, there is a tendency generally to make their power subservient to personal friendship and party feelings, rather than to the great object of the improvement of education. There is another great defect, namely, that several persons having no connexion with the Institution, not even the slight connexion of having given money at its commencement, have power there. The Members of Parliament for the counties of Antrim and Down, and for the borough of Belfast, for the time being; the Bishops of one or more neighbouring dioceses, the Sovereign of the town, and the Moderator of the Synod of Ulster, are honorary visitors; and these are persons who never appear on any occasion to act as visitors, unless where there is patronage to be exercised; and without making any remark on particular occurrences, I may state in general, that the results of the working of that constitution have been one principal means of convincing me of the inexpediency of entrusting permanently the management of a seminary of that kind to those who have subscribed to its erection. And yet it appears a very natural thing that those should be the managers; and no doubt the first donors themselves, generally speaking, will take some interest in an institution of the kind; but, in the course of a few years, that interest dies away in many of the donors, and experience has shown that their sons, and grandsons, and sons-in-law, and more distant relatives, to whom this power descends, have in very many instances no sort of concern about the matter.

Rev. *R. J. Bryce*, LL.D.

22 July 1835.

1145. The objections you make to the constitution of the Belfast Institution appear applicable to all descriptions of Proprietary schools?—There is a case in which the objection is not so fully applicable, that is, where the proprietors have a direct personal interest in the school. Suppose, for example, that there were a joint stock company formed for erecting a school, and that it were arranged that a certain proportion of the fees of the students should be set apart to the support of the masters, and another portion be reserved as a dividend to pay interest to the original subscribers; then the subscribers, having a direct pecuniary interest in making the thing prosper, just as in any commercial undertaking, would always look out for the best men to fill the situations of masters and professors. Or, supposing that a power of nominating pupils to receive tuition at a cheaper rate, were secured to the subscribers, in that case also they would have a direct interest; in short, if the power which proprietorship conferred were a marketable commodity, I think in that case it might be less objectionable; I must say, however, that I have never seen that plan actually tried, and there might

Rev. *R. J. Bryce*, LL.D.

22 July 1835.

might be some danger of its falling into the hands of persons who were not literary, and the progress of improvement might be thus marred.

1146. Are the shares of the Academical Institution of Belfast transferable?—They are transferable; but they bear no value in the market, because there is no pecuniary interest attached to them.

1147. You have stated that considerable danger might arise from the facility of transferring shares; cannot you conceive a case in which the majority of those shares might be vested in persons totally indifferent to literary and even to moral instruction, and that consequently most serious results might arise to the institution, and to the public at large, from such transfer?—Yes, I think that danger is very considerable; however, the evil which I pointed out in the Belfast Academical Institution was not the facility of transferring shares, but the result of the natural demise of shares; their devolving, by the death of the original holder, to a relative who does not care about the thing. I do not think there are many instances of voluntary transfers of shares in the Academical Institution.

1148. Might it not occur?—There is nothing to prevent it, but it is a sort of patronage that a man would not give away without getting something for it, and a person that wanted to give money would rather give money directly to the Institution.

1149. In speaking of such an arrangement, the question is not confined to the Academical Institution; in a general sense, might not such danger be very probable in at least some portions of the country?—Yes; if the shares are constituted on such a principle as to render them marketable, they would probably often change hands, and thus might get into the possession of persons who would not care for science and literature. That is the danger which, as I stated in a former answer, I apprehend in a joint stock company, in which a large school or college should be made entirely a commercial speculation. Still I prefer this risk to the certain degeneracy of a government by free subscribers.

1150. Do you think that such an arrangement would obviate the contest for patronage which you think sometimes takes place in the Belfast Institution?—I did not speak of a contest for patronage, but of an abuse of patronage; and I think that a pecuniary interest would have a tendency to make the holders of the patronage, though they did happen to be illiterate, exercise it more purely; that is, to make them desire to choose the best qualified men, instead of desiring to serve a friend or to serve a party.

1151. Do you find such contests occur in other institutions in Ireland, such as Fever hospitals and County infirmaries, on the appointment of physicians and other officers to these institutions?—Yes; that is to say, I have heard and do believe that such is the case; but I fancy it occurs elsewhere as often as in Ireland.

1151.* Would you not apprehend similar results in a literary institution?—Not if the shareholders had a direct personal interest; because the subscribers to a fever hospital receive no return for the money they expend; but the proprietors in such an institution as I speak of, would receive a return, either in money or money's worth, and therefore it would be their interest to put in the man who would make that return the greatest.

1152. Would you suggest any check or control upon the transfer of the shares on the part of any superior authority?—I think it might be very well, as even in some commercial transactions is the case, that the consent of a majority, or more than a simple majority of the shareholders should be made necessary for the transfer of a share. We may take it for granted that the original shareholders would be men of tolerably enlarged and liberal views, and if the consent of a majority of them were made necessary to the transfer of a share, I should think that would operate as a sufficient check.

1153. Do you consider the appointment of official members of a public body, superintending education, injurious or not to the interests of education?—I am inclined to think it dangerous on account of the risk; first of all, that they may not be men who understand education, and in the second place, that they may not be men who have any feeling or interest that would make them exert themselves for the benefit of the particular institution.

1154. It is generally thought that the appointment of official men, or of members *ex officio*, is calculated to give a certain confidence on one side to the Legislature and the Government, and on the other side to the People; do you think such opinion well founded?—No, decidedly not.

1155. On what grounds?—On the grounds I have already stated, that there is always

always a risk that those *ex officio* members may not be of themselves men that understand the management of a literary institution; generally they are persons of a different rank in life.

1156. Supposing, as in the case of the Belfast Institution, that Parliament were to grant a certain amount towards the maintenance of the Institution, would it not be right, that the public at large should be represented in the administration of such grants, by some persons selected by the Legislature or Government?—In the first place, I think the policy of such grants of public money is questionable and more than questionable; in the second place, if any such check is to be exercised, I think it is better to entrust it to a body chosen by, and fairly representing, the inhabitants of the town, because those persons are always sure to be upon the spot, and they are always sure to have an interest in the purity and efficiency of the literary institutions of the town; there might be a school-board chosen by the inhabitants of the town of a certain rank.

1157. At the same time, is it not generally understood that the different classes of the community consider these official men, in some degree, as the representatives of their opinions and interests, particularly where an independent body exists, and large powers are entrusted to its direction: do you think the public could have the same confidence in men chosen either by the body itself, or by the mode of election you have suggested?—I think the necessity for confidence is very much diminished, when you put into a situation of power and trust, people whose interest is identical, and must be identical, with the interest of the public. At the same time, if grants of public money are to be given, it must be desirable to have some persons who would represent the Legislature, and protect the public interest; I think, however, it would be much better done by a local board, fairly representing the town and neighbourhood; or, if some more general body is required, I think a committee, chosen by the Legislature out of its own body, or a Royal commission would be greatly preferable to any such machinery as that of *ex officio* visitors, for this reason, that the *ex officio* visitors cannot be chosen in consideration of fitness for the duty, but merely in consideration of their occupying other situations not necessarily connected with literature.

1158. There are some situations, however, which seem necessarily connected with education, for instance, the high offices in the Church; taking *ex officio* members from those classes would, therefore, in the opinion of many, appear justified by the course of education which they had passed through and the station which they fill; do you think such opinion well founded?—No, I decidedly think it is a mistake.

1159. On what grounds?—In the first place, those honorary visitors seldom take any interest in the business, unless when there is a contested election for a professorship; in which case the person who has the greatest interest, sometimes the person who canvasses them first, obtains the promise of their votes as a matter of course, and then they go and give their votes without having considered the merits of the candidates. And, in the second place, the high offices in the church are not necessarily connected with education. It is a very generally prevalent opinion that they are, but a very mistaken one. A man may be an exemplary and most useful bishop, and yet be as unfit to superintend a college, as to command a ship of war. And it no more follows that a man who has gone through a course of liberal education, must be fit to direct education, than that a man who has travelled from London to Edinburgh by a stage-coach, must be able to drive four-in-hand.

1160. Would you apply these observations to a Board of Public instruction appointed in the way of Commissioners by the Government?—No; I think the same objections do not apply to such a body.

1161. What do you conceive would be the most judicious remedies for the defects you have pointed out in the present constitution of the Belfast Institution?—I think, in the first place, it ought to have an individual literary head, directly responsible to the public for the management of the whole. I think, in the second place, that the patronage, instead of being vested in the original subscribers and their representatives, should be vested either in the professors, subject to a check with regard to pecuniary matters from some external body, so constituted that its interests must always be identical with the interests of the public, or in two boards acting in concert; one formed of the gentlemen whose income depends upon the literary success of the Institution, and another formed of a fair representation of the

Rev. *R. J. Bryce*, LL.D.

22 July 1835.

persons whose children are likely to form the bulk of the students and scholars in the seminary. The original subscribers might retain the power during their lives.

1162. Do you think it would be judicious to vest in the Town Council any control over the appointment of masters, the methods of instruction, and the receipt and expenditure of the funds, or what portion of those different functions would you entrust to such a body?—I am inclined to think that, if there is to be an endowment, it would be desirable to entrust to such a body some control over the appointment of professors, either a share in the election, or a veto in the case of an election which could be proved to be manifestly unfair. I do not think it would be advisable to invest any external body with any control over the methods of instruction. With regard to the administration of the funds, I think it quite necessary that there should be at least a check: perhaps the direct administration might be left in the hands of the teachers; but certainly there ought to be a very complete and efficient check in the hands of some persons who would protect the interests of the public.

1163. If any portion of the funds for the support either of the Belfast Institution, or any institution of the kind, were contributed by assessment from the Town or from the County, do you not think it would be essential that a control should be exercised over the application of such funds by the body contributing to such assessment?—I decidedly think that all funds, except those that are earned by the labour of the teachers, either ought not to be in the hands of the teachers at all, or, if they are in their hands for the purpose of administration, they should be administered under the strictest and most efficient control of those that contributed them, or some persons who would protect the interests of such contributors.

1164. Do you see any inconvenience that would arise from the interference of such a body?—Not if its power were properly defined; on the contrary, a great deal of good.

1165. Do you conceive it would be likely to increase the interest in the Institution to have such a body chosen by the most considerable persons in the Town, and acting in concurrence with the different heads of the Institution?—I am not sure that the existence of such a body would be likely to produce any effect in increasing the interest; on the contrary, I think it is not likely that such a body would exist, at least that it would be at all effective, unless there existed first a very considerable interest.

1166. In the case supposed of the town of Belfast contributing by assessment to the support of the Institution, to whom would you entrust the election of the Professors?—I would say to a body of professors, and to a committee of the cesspayers equal in number to the professors.

1167. Supposing you were commencing *de novo*, or considering the best mode of establishing a similar institution in another town, would you think it objectionable that a Board of Education, so chosen as to be competent judges of the qualifications of professors, should have the power of recommending (subject to a veto of the Local Committee) those persons whom they considered the best qualified to act as professors in the new institution?—On the supposition of the seminary being founded at the public expense, I think the corps of professors should at first be formed by the administrators of the public money, care being taken that these, as the question assumes, be really competent judges; but afterwards, the professors, or the local representative body, or both together, should be entrusted with the filling up of vacancies; because I think a public board of education ought to be regarded merely as a temporary arrangement, except in so far as inspecting accounts, and giving facilities and making directions, and receiving and diffusing informatiou.

1168. Would you give the Local Committee a veto upon the election of the Professors?—I am not sure which would be the best way; it would be difficult to pronounce positively till you have tried; but I think there should either be a veto, or else the electors should be, one-half the professors, and the other half, the local committee. I have often thought it would be desirable also, in the case of a seminary possessing the character of an university, and giving degrees, that all graduates, or at least all persons having graduated with a certain amount of distinction, should choose out of their own number a board of visitors, and that those visitors should have some power. In that way you would have the professors representing the literary interests of the institution; a local committee, representing the pecuniary interests of the town and the public; and you would have, thirdly, a literary board of visitors, chosen by the *elèves* of the place, representing the literature of the surrounding country.

1169. Do

1169. Do you think there would be any difficulty in extending this principle of representation farther: in case subscribers should contribute concurrently with the local rate-payers to the support of the school, do you think that such subscribers should be also represented in the Committee chosen for the management of the institution?—I think where an institution has been founded by subscription, it is of course impossible, with any regard to justice, to deprive the subscribers of any power which they may have reserved to themselves or contracted for at the original formation of the institution, without their own consent; and probably their consent might not be easily obtained, as it would require considerably enlightened views, and no little public spirit, to give it. This, I think, in institutions already existing, renders it indispensable to consider the question of giving the subscribers some power. Still, I should consider that a necessary evil, rather than a thing to be copied in beginning an institution *de novo*.

1170. Supposing that the Government, through the Board of Education, gave the land, defrayed the expense of the building and of the outfit, such as the necessary scientific and other apparatus, the library, &c. &c., and that the Town Council, by assessment, contributed to keep the buildings in repair, and in a great degree to pay the salaries of the Professors and to discharge the other ordinary expenses of the institution, in what way would you distribute amongst those several bodies so contributing, the power of control and superintendence?—I think that the interest of the Government, or, more properly speaking, the interest of the public whom the Government represent, must always be identical with the interests of the professors, whose income is derived from the fees of the students on the one hand, and with the interest of the population of the town on the other; and that therefore the Government may, with perfect safety, intrust the entire management to those two bodies of persons taken together, and more especially if the third element which I mentioned were combined with the other two; namely, a number of literary men, say the graduates of the university, or persons who had finished a certain amount of education, and passed an examination with a certain amount of approval, represented by a body of visitors chosen out of their own number.

1171. Supposing the Government were to contribute, say one-third, represented by 10,000 *l.* out of the whole endowment required, that 10,000 *l.* were to be raised by local assessment, and 10,000 *l.* were to be contributed by proprietors, such proprietors receiving in return for their contribution some equivalent advantage in either a reduced rate of fees or in the free nomination of scholars; and supposing each of these parties were to be represented in the Committee, or entrusted with the management of such an institution in the exact ratio of their respective contributions, that is to say, that the Board of Education acting for the Government should have the power of nominating one-third of such Committee, that the local authorities representing the rate-payers should name another third, and finally, that the proprietors should name the remaining third; would you consider such an arrangement, looking to a new establishment, as objectionable?—I consider it objectionable on these grounds: in the first place, I consider it is quite unnecessary to have any part of the council nominated by the Government, because the Government or the public at large can never have an interest distinct from the institution and the other persons; and in the second place, I have a great objection, from the results of experience, to entrusting subscribers, merely as such, with any power or patronage, because I have seen the bad effects of that arrangement in both the literary institutions of Belfast. I think the element of a town council is very desirable, because it must always represent the persons who have the most direct and lively interest in the prosperity of the institution. But instead of the Edinburgh plan, of entrusting the management of a college to a town council chosen for ordinary municipal purposes, I would have a small separate council specially appointed to look after the college. And there can be no doubt that the inhabitants of a town or neighbourhood would choose as members of such a council, the most intelligent members of their community, and those best acquainted with education. The arrangement proposed in the question leaves out two of the elements which I suggested in my last answer; namely, the professors, whose income depends upon the prosperity of the institution, and who, therefore, must have a more direct personal interest in its efficiency than anybody else can have; and the literary public of the surrounding country, who would be fairly represented by a committee of the persons who had finished their education at the given seminary.

1172. How would you recommend the first Professors to be chosen?—That would be easily arranged, because at the commencement of an institution almost

Rev. *R. J. Bryce*, LL.D.

22 July 1835.

every person that takes any interest in it, will agree in making the best appointments: it is only after the institution has been going on for some time, that there is any danger of jobbing. I would say, that in the event of the Government contributing anything by means of a Board, it would be desirable that the Board should have a vote in nominating the first professors.

1173. Is any qualification in the nature of Degrees necessary for the appointment of a Professor in the Belfast Institution, at present?—No; there is no qualification of that kind: the boards profess to judge by the testimonials and by the literary character of the candidates.

1174. Is any religious test requisite?—There is no test of religious exclusion whatever; there is a sort of document which the professors sign after their appointment, declaring that they will not interfere with the religious opinions of the students: but I have never been able exactly to understand whether this signing is compulsory or voluntary.

1175. Is a Roman-catholic eligible?—Yes.

1176. Are any Roman-catholics Professors in the Institution?—There have never been Roman-catholics professors in the college department; there have been masters in the school department.

1177. Would there be any objection to the appointment of a Roman-catholic, if he were sufficiently well qualified, to the situation of Professor?—I think not, on the part of the managers; but perhaps the ecclesiastical bodies with which the Institution is connected might object to the appointment of a Roman-catholic to any of those chairs, even literary chairs, under which their students must sit.

1178. Would you apprehend in other similar institutions in Ireland the existence of such jealousy on the part of the Town Councils to the appointment of Professors of a different belief from the majority of the neighbouring population?—I think the chief cause of dissension and jealousy upon that subject is the attempt to give securities and make provisions for impartiality in the constitution of the seminary. I conceive that all the dissension and warfare in which the Academical Institution of Belfast has been concerned, has arisen from the sort of official connexion which they have with the Presbyterian synods. The Presbyterian synods have a certain amount of authority in the management of the Institution, which was given to them for the sake of identifying their interests with the interests of the Institution; and I think it is a bad arrangement for both parties. There ought to be no connexion between them, except the connexion between a shopkeeper and his customers. The Institution should follow its own interests, and the ecclesiastical body should send their students where they please, and withdraw them when they please; and they should have no other power but that of withdrawing their students. The arrangement, I think, is bad for the Institution, and bad for the synods.

1179. In the internal arrangement of the Institution, would you constitute the Professors absolute judges as to the course of education and discipline to be adopted?—Yes.

1180. And you would employ the Town Council merely as a Board of Audit, to regulate the financial affairs of the Institution?—No, I am not decidedly of opinion that it might not be advisable to give to the council a voice along with the professors in the election of the professors; or in the case of a bad election to give the candidate who thinks he ought to have been elected an opportunity of appealing, and if it is proved that there is manifest corruption, then to give the town council power to set aside the election; and the dread of that would tend to prevent the professors from making a bad appointment.

1181. Suppose that in such institution the course of education should, from the incompetency of the professors, deviate very widely from that which was desirable or necessary for the education of the town, in whom would you vest the authority to control and check such deviations?—It is a state of things that never could arise, if the professors depended mainly for their income upon their own exertions. The interest which professors who depend upon the fees of the students feel in having all the chairs well filled, is the most intense that can be: I can mention an instance of an institution in which some of the professors have salaries and scarcely any fees from the students, and others again have salaries which bear a small ratio to the fees of the students. I have known attempts made to render the appointments to certain chairs a job, and I have known repeated instances in which the professors who had a fixed salary were willing to have the job passed, and where they have been defeated by the strenuous exertions of the professors whose fixed salary bore a small ratio to their income.

1182. Are

Rev. *R. J. Bryce*, LL.D.

22 July 1835.

1182. Are there not some Professors to whom you would find it necessary to give a certain fixed salary, in consequence of the subject they teach not being of a popular kind?—I am not sure that it is ever necessary to have a fixed salary upon that ground. I conceive that those departments which are commonly supposed to require such professors might properly be made adjuncts to other professorships, and that it is an attempt to carry the division of labour to a greater extent than the circumstances of the case (and particularly the extent of the market) justify, to make a separate professorship by means of an endowment.

1183. Take the case of the higher branches of Astronomy, which require the highest order of talents, and to which only a small number of pupils will in all probability devote themselves; do you consider that the same person who may be entrusted with the duty of teaching the lower branches of general Mathematics ought to be appointed as a professor of the higher branches of Astronomy, which perhaps he has neither the time nor the talent to teach?—I think that a man qualified to teach the lower branches of Mathematics would not necessarily be qualified to teach the higher parts of physical astronomy; but an institution which is so large as to have any occasion for a separate professor of astronomy, must be one which could afford, without endowments, to have separate professors for pure mathematics and for natural philosophy, which includes the elements of physical astronomy; and I conceive that no man ought be employed in such an institution to teach the elements of astronomy, who is not competent to carry on the pupils in that science, as far as they can possibly need the assistance of a teacher. For it is to be remembered, that after pupils have been well taught the higher parts of pure mathematics, and then well taught the general principles of mechanical philosophy, they are very much independent of the assistance of a professor, and ought to be able to go on by private reading, else it would be a waste of time for them to engage in such studies at all; and it has always appeared to me, that professors to teach the higher departments of astronomy, would be a libel on those who taught the elements; it would suppose that they had failed in the great end of teaching,—to enable young people to teach themselves.

1184. How could the professor of Hebrew exist without a fixed salary, the number of pupils who study Hebrew being generally so small?—I think, in a country where there are so many persons wanted for the clerical profession, a knowledge of Hebrew ought to be required as a necessary qualification for entering into the ministry.

1185. You are aware it is not so in England?—Then the remedy is to require it.

1186. Do you think it should be required for the sake of affording a provision for the Teacher?—No; I think if Hebrew could be dug out of a mine, or if it could be showered down upon a man from the clouds, or if it could be obtained in any other way that would not need a teacher, it is necessary to a clergyman for the discharge of his duties.

1187. Under the circumstances of there being no such demand for Hebrew, and the number of pupils being therefore small, would not your principle, if carried to its full extent, have the effect of causing it to be given up altogether?—Experience has shown the reverse of this in a college with which I am acquainted. Some time ago Hebrew was a gratuitous class; the professor had a salary. It was thought too closely connected with theology to admit of pecuniary considerations being brought into contact with it at all, and therefore the class was gratuitous; and the consequence was, that Hebrew was scarcely even nominally taught. They have since adopted the regulation of charging a fee for Hebrew, the consequence of which is, that the Hebrew classes are well attended.

1088. Would you approve of a fixed salary of any description being paid to any of the Professors of such an institution?—I should not like to say positively that I would not in any case, but I am more than doubtful of the policy and utility of it in any case; and I am quite sure that if there be any cases requiring it, they are very few. If a fixed salary is to be given, it ought to be given as payment for work done; that is to say, the professor ought to be required to teach a number of pupils in return for his salary. It ought not to be a promise to give him a certain fixed salary, but to find him a certain number of pupils.

1189. Do you approve of the principle of establishing Scholarships and Exhibitions; do you consider such artificial stimulants to education to be upon general principles defensible?—I cannot approve of it with reference to general principles, still to a limited extent, as a temporary arrangement, and as a means of bringing forward for the public good persons of merit in narrow circumstances, I should think

Rev. R. J. Bryce, LL.D.

22 July 1835.

think a few scholarships and exhibitions might be made very useful, provided the number be not too large, and that in the giving them away strict attention be paid to the merit of individuals.

1190. There are some classes of instruction that necessarily have a greater number of attendants than others; would it not be an unfair arrangement that a Professor, addicting himself to a particular class, should have the advantage resulting from the popularity of that branch of study, whilst another, with equal diligence and perhaps superior information, from the single circumstance of the subject he treats of not being so popular, should be restricted necessarily to a small amount of fees?—An ardent man and a good teacher will almost always make his subject popular. There are two causes for the demand for education: one is the possibility of turning it into money; the other is the love of knowledge for its own sake. Now, by improving the character of teachers, by making skill in the art of teaching more general, you would increase the second source of demand for education and information of every kind, incomparably beyond anything we can at present conceive; and that would in a great measure do away with the objection of the inequality arising from the different degree of popularity of different branches.

1191. The different positions in which classes and individuals are placed in after life, necessarily require a considerable difference in their education; some departments of study are more in demand than others, and the teachers of those most in demand necessarily receive in consequence a larger amount of fees?—No; for this greater demand will produce a greater supply of teachers, and the competition among these teachers will reduce the fees.

1192. Do you suppose that any improvement in education will ever bring it to this state of things, that the professor of Hebrew will have as many pupils as the professor of Latin?—It is not likely, unless some great change in the market of education should occur; because there are professions for which Latin is necessary and Hebrew not.

1193. Then would not those two Professors be unfairly put upon a footing of inequality?—In the first place, I think that the smaller number who want Hebrew will be both able and willing to pay the larger fee which the want of competition would fix; in the second place, if that is not sufficient to balance them, still I would hesitate very much before I would attempt to make up the deficiency: because a man happens, from any circumstance whatever, to choose a less lucrative profession than another, is the public bound to indemnify him? One man chooses to be a dissenting clergyman, his income can never exceed a few hundreds a year; the brother of this man chooses to be a lawyer, and realizes many thousands a year: I would not propose to equalize their incomes. And on the same principle, I think it would not be sound political economy to attempt to equalize the teachers of different departments.

1194. Do not you run into this evil; you throw a discredit upon the higher and more abstruse branches of learning, which, on the contrary, it ought to be an object with an enlightened public to encourage?—No, I do not think there is any discredit.

1195. It is clear that Latin runs no chance of being forgotten; but is there not danger that if you do not encourage men of merit to addict themselves to the higher branches of Astronomy and Hebrew, those studies may fall into neglect?—No, I think experience shows the contrary, and that we have as many cultivators of astronomy as the world wants.

1196. But are there not large endowments for the purpose of supporting the cultivation of the higher branches of Astronomy?—I am not sure that it always happens that the most successful cultivators of the less immediately profitable departments of science are the endowed men. I might mention Dr. Dalton, the chemist, as an instance to the contrary.

1197. Can you produce an instance of similar celebrity in the higher branches of Mathematics, in any case where there has not been an endowment?—There does not at this moment occur to me any one; but we have changed the ground; I was speaking of endowments in the shape of fixed salaries for teachers. An endowment given to a man, as a public remuneration, for devoting his time to the study of a useful science, is quite a distinct question from that of maintaining teachers at the public expense. The latter may be quite wrong and the former quite right; but it is clear, that if men are to be paid for cultivating a science, in

the hope that they may make discoveries of public utility, the real object should be avowed, instead of paying them nominally as teachers.

1198. Do you not think that this result is derived from endowments, that they offer a succession of prizes in the profession of teaching, which act beneficially, not merely upon those who have attained these prizes, but upon those who aim at them, commencing at the very lowest grades of the profession; and that therefore it would be highly advisable, for the interests of the profession and of education at large, that some such endowment should exist?—Nothing is more desirable than that there should be prizes in the profession of teaching; because in all professions we find, that the exertions of those at the bottom are stimulated by the rewards at the top. But there may be prizes without endowments, as we see in the University of Edinburgh, where the endowments of the chairs are so small as to be no object, and where, consequently, they might in most cases be dispensed with. At the same time, if, after full and fair trial, such prizes cannot be found without endowments, I should waive my objections.

1199. Then your objection is directed more against the abuse of endowments than against their existence?—My objections have all been directed against an endowment taking the shape of a fixed salary for teaching. If any other form of endowment can be devised, one great objection is removed.

1200. Might there not be an arrangement devised which would fully meet both your views and the views which I have attempted to express in the preceding questions, by assuring to the professor a certain amount, a fixed salary, and making up the remainder of his income by the fees of the scholars?—That would not meet my views, unless the fixed salary bore a small ratio to the amount of fees, in which case the salary might be dispensed with. I conceive, that if endowments must be given, perhaps the following is the best possible form in which they could be put: suppose that there are 10 professors of some of those higher departments of science that are supposed to require endowment, and suppose that you want to distribute 5,000 *l.* a year amongst these ten professors; I would not give a fixed salary to each professor of 500 *l.* a year, I would issue 5,000 *l.* worth of tickets, each of which should entitle the holders to a course of instruction from any one of the 10 professors. I would give these tickets as prizes to persons who had distinguished themselves in the cultivation of the lower and more popular departments of science. The holder of one of these tickets would carry it to any of the 10 professors he chose; the professor would receive it as cash, and could turn it into cash at any Government office that might happen to be nearest him. This would give 500 *l.* a year to each professor, supposing the students to be distributed equally; in short, the whole body of professors would be endowed with an average income of 500 *l.* a year; but the principle of competition would be brought into play, inasmuch as the young men who received the free nominations would have their choice which of the professors they should resort to, and they would of course resort to the man that did his work best, and in that way the principle of endowment would be used to provide for those branches of science which are not so popular.

1201. Were the Professors to depend entirely upon the fees of the scholars for their support, would it not have the tendency to raise among the Professors a sort of unseemly rivalry, and outbidding of one another, either by offering their lectures at a lower rate, or by other low arts of popularity?—I do not think that has been found to be the case. The University of Edinburgh, as already stated, has endowments that are not worth naming; there is no salary, if I recollect rightly, above 100 *l.* a year, and the greater number are only 50 *l.*; yet I do not think the professors of that University have been a whit less profoundly scientific or laborious in their teaching, than those of the more richly endowed seminaries.

1202. Have there been any inconveniences arising from that circumstance, either in reference to the body itself, or to the Town Council?—Not that I am aware of, except in the case of the theological class, for which I believe the students pay no fees, or if they do, it is very recently. I have, indeed, heard that persons enjoying incomes of about 2,000 *l.* a year, have wished that they were, like the professors of Glasgow, endowed with 300 *l.* a year besides, and a free house.

1203. Does not the system at Glasgow work as well as that at Edinburgh?—I think it does, in those classes in which the endowment bears a small ratio to the entire income of the professors, because there the principle is the same.

1204. The great object then to be kept in view in making any arrangement for the endowment of Professors, is not so much the amount of salary as the establish-

Rev. *R. J. Bryce*, LL. D.

22 July 1835.

ment of a judicious ratio between the salary and the fees?—I do not see how it is possible to do that; the ratio between the fees and the fixed salary is exposed to great fluctuations, and the very chairs which are supposed to require endowment, are those whose income from fees is small, and in which therefore there is the greater risk of the endowment doing harm. But if there is to be a fixed salary, and if any mode can be devised for regulating it, the ratio is certainly of more consequence than the absolute amount of the salary. If a man has 100 *l.* a year of salary, and 50 *l.* a year from his pupils, he is more likely to be pampered into idleness than if he has 300 *l.* a year of salary, and 1,500 *l.* a year from his pupils. Many men have a love for teaching and for science, which would make them teach without any remuneration whatever; but in considering a general question, we must calculate upon the average character of mankind.

1205. Would you provide them with a place of residence in the University, or the institution itself?—I think a free house is the least exceptionable form of endowment that could possibly be; it is analogous to the advantage which a merchant has in having a large fixed capital, and I think endowments taking the shape of buildings, fixed property, such as houses for professors, libraries, and museums, would not be likely to do harm but good.

1206. In speaking of fixed endowments, would you prefer endowments in land, or endowments in money funds?—I have never considered that question.

1207. Do you conceive that these inconveniences might arise from endowments in land, namely, great risk of jobbing and patronage, numerous annoyances connected with the leasing of land, and the collection of rents from refractory tenants, and many other difficulties which landed property is heir to; difficulties which may be overcome (though not without exertion) by an individual, but are often attended with considerable distraction and loss to corporate bodies, and from which they would altogether be exempted by a regular money payment?—I beg pardon; I find I misunderstood the former question, when I said I had not considered it. As I understand it now, I have partially thought on it; I am not practically acquainted with the management of corporate property; but there has occurred to me one inconvenience in fixed money payments, namely, that the amount of them would not change so readily with the changing value of the necessaries of life; and therefore corn-rents or leases of land in perpetuity, the rents of which should vary with the prices of provisions at the expiration of the lease, would be a better security for distant posterity.

1208. You are probably aware that it has been found, in the case of endowments in land, that the lands in many instances have been leased in a spirit of favouritism to the relatives of individuals who had the management of the estates, at very low rates; and that consequently the institution has been defrauded of a considerable amount, and no possibility has existed of recovering it, without a long series of litigation?—That arises from the want of a check of which I have spoken before, vested in persons who possessed a direct interest in the prosperity of the institution; and I should conceive that the liability to abuse in the endowments of land, would be obviated by providing such a check.

1209. In a former part of your evidence, you spoke of the arrangements made in the Academy of Belfast for securing the pupil from any improper interference with his religious opinions; how would you provide against the chances of any such interference in any future institutions that might be erected in Ireland?—I think the great provision we have against any unfair interference consists in this, that we have no rule upon the subject. The arrangement of the mode of proceeding lies between the employer and the employed; and the consequence is, that they very easily come to a good understanding. I have been in the habit of saying, that if we were to do, in obedience to a fixed rule, the very thing which we are now doing without a rule, we should be torn to pieces with dissensions; and I think the only safe way is to enjoin nothing upon the subject, but to leave the whole matter to be arranged between the teachers and the parents.

1210. In what manner is religious instruction communicated in the Institution of Belfast?—I know nothing upon the subject, except from hearsay. I know nothing of the interior details; I have heard that there is, or was, a Scripture class, conducted by the English master or his assistant, and I have again been assured that there was not; but to what extent the religious instruction goes, I am not able to say.

1211–12. In the Academy, what course do you pursue?—There is a Scripture class, conducted by the English master, and he is under no sort of pledge not to interfere

117

Rev. *R. J. Bryce*, LL. D.

22 July 1835.

interfere with the religious opinions of his pupils. There is one hour in the day set apart for this instruction, and those who agree with him in religious opinion, or who are not very scrupulous and touchy upon that subject, send their children to that class; the others send their children to a class of arithmetic, which is always open at the same hour.

1213. Is there any particular condition required from the Teacher by the Roman-catholic children?—No; but we have at present few Roman-catholics, in consequence of the opening of a school under the auspices of the Roman-catholic bishop. I do not know whether Roman-catholic children have ever been in this gentleman's class, I believe they have; but I know that a Jew has been.

1214. Do you think it would be advisable in institutions of a higher class, to leave the religious instruction to the parents and the pastors of the respective communions, without taking any step to communicate religious instruction in the institution itself?—I think that in the constitution and arrangements of the seminary, as laid down upon paper, there ought to be nothing said upon the subject whatever. There ought to be perfect liberty to introduce it or omit it; to give more or less of it, according to time and circumstances.

1215. In practice, what would you recommend?—I would recommend that some one of the masters should set apart, as we do, one hour for religious instruction, and that those of the pupils who chose should be permitted to attend him, and that of those who do not there should be no questions asked; and that in point of practice, he ought to go just as far in religious instruction as he found to be not disagreeable to the parents of his pupils.

1216. You would not preclude instruction in Scripture history, in Scripture geography, and all those elementary portions of scriptural knowledge which are essential in all communions of faith to the due understanding of the sacred writings?—No; nor would I even preclude instruction in religious doctrine. If the teacher and the parents of the pupils could understand one another upon the length to which it was to go, it would be very useful.

1217. Are your answers upon this subject confined to institutions established by individuals, or would you apply them to institutions established by the State?—They apply to both, with this difference, that in a seminary founded by individuals, the founders have a right to do as they please, and to them the course I recommend is only suggested by expediency; whereas, in an institution founded by the State with money taken from the general revenue of the country and therefore contributed by all sects, it is demanded by honour and justice.

1218. Then, in institutions founded by Government, would you recommend that religious instruction should be altogether left out of consideration?—I would recommend that it be left out of consideration, but not that it be excluded; that is, there should be no regulation saying that there shall not be religious instruction given in the seminary. I think the great mistake of the London University lay in saying, there shall not be religious instruction. At the same time I would not say, there shall be.

1219. Do not you apprehend that public opinion, in many cases, would require you to make some regulation upon the subject; and, in fact, that the absence of such regulation would give dissatisfaction?—No; the truth is, we have no regulation upon the subject, and we have found no inconvenience; on the contrary, we are the only institution that is going on perfectly quiet.

1220. Is there not a marked distinction between an institution founded by individuals and one founded by the State?—There does not appear to me any distinction so far as this question is concerned, except that which I already stated, and which requires this sort of neutrality in a national, still more than in a private seminary.

1221. Do you consider that religious education is essential for the social order of the State?—Decidedly.

1222. Do you then think the State should altogether overlook religious instruction in founding educational establishments?—I think in a nation divided in opinion on religious subjects, on matters that are vital and essential, as well as on those of secondary importance, it is very inexpedient and dangerous for the State to attempt any sort of regulation upon the subject; and that the State may, with perfect safety, leave it to the feeling of those persons who are most anxious about religion, and who love and value it.

1223. Considering religious education essential for society, would you recommend

Rev. *R. J. Bryce*, LL.D.

22 July 1835.

that the State, in its arrangements, should omit that, which on such admission must be considered the most essential portion of education?—I should calculate with perfect fearlessness on the thing being supplied by the exertions of those who themselves set a value upon religion; in short, paradoxical as it may seem, I am persuaded that the government of a nation divided in religious belief, will provide most effectually for the religious instruction of the young, by making no provision for it at all.

1224. Do you justify that opinion by your own experience?—Yes.

1225. Is it your impression that the friends and relations of the children would provide religious instruction?—No; my impression is, that that portion of the public most deeply impressed with religion, will, either by the indirect influence of their opinion and feeling upon the subject, or by more direct exertions, provide religious instruction. I do not suppose that an irreligious parent would care much for providing for the religious instruction of his children, though I have known many cases in which those who have no regard for religion themselves, wish to see their children brought under its influence.

1226. Is it not to be apprehended, that if you do not render the acquisition of religious knowledge compulsory upon the pupils, they may indulge their disposition to idleness, and attend only to what the institution absolutely requires?—No; I think, on the contrary, the attempt to make it compulsory is very likely to deteriorate the character of the religious instruction; I speak of that too from experience. You cannot make sure that the master in the school will always be a person who really understands what kind of religious instruction should be given. But the principal objection I have to any provision of the kind, is one which may be thus stated: suppose there are five different men of different religious opinions; each thinks the other in error, and each man, being a conscientious man, ought to say, "I should like to see my own views of religion taught, and means of teaching them provided; but I cannot do so in fairness, without joining hands and assisting in making provision for teaching the errors of my neighbour, and therefore, for the sake of truth, I think it is better that I should not compel my neighbour to aid and abet in teaching what he believes to be error, and that I myself should not be compelled to submit to aid in teaching what I believe to be error."

1227. Is not that virtually to say, that it is better that all may be in error, than that some may be so?—I do not see how that inference is drawn.

1228. Is it not equivalent to the assertion, that it is better that all should run the chance of being in error, by thus leaving the pupils of my own sect uninstructed, than that error should be taught to some?—It does not follow that any sect will be uninstructed, and I think there is not the least risk of it. I should calculate with perfect fearlessness upon the exertions of those who love the truth. I think that the way to perpetuate error is to provide for teaching all the five different systems which I have supposed, as they cannot all be true. Supposing it to be desirable that you could have one uniform system of religious instruction, in which all would unite, yet however much that might be to be desired, I conceive that it is the less of two evils in a divided country, to leave the different parties to provide for themselves.

1227*. Is that opinion confined to Ireland, or do you apply it to England?—I would apply it to any country that is divided in religious sentiments.

1228*. However unequally?—Yes; I do not see that the majority, however large, has any right, in honour and justice, to compel the minority to pay for the schooling of their children under a system of which they disapprove. Even if I were one of the majority, I should feel that my party was doing a thing which I could not justify, and I would oppose it.

1229. Would you recommend the establishment of exclusive schools, Catholic, Protestant and Presbyterian; or do you think that it is of great advantage for social quiet and religious and moral improvement that they should be as much mixed as possible?—Decidedly mixed.

1230. Are you acquainted with the division of the classes and schools in the Belfast Institution?—The division of schools is the same as in the Belfast Academy, from which the plan of the Academical Institution was copied: the subdivision of the schools into classes, of course, I know nothing about.

1231. Are you acquainted with the modes of instruction pursued in the Belfast Institution and the text-books generally used?—Not accurately.

1232. Is

1232. Is the modern mode of reading Greek (the Romaic), as contradistinguished to the mode generally in use in Europe, taught either in the Academy or in the Institution?—No, it is the Irish pronunciation of Greek, which is a sort of mixture of the English and Scotch modes, with a large predominance of the Scotch.

1233. Where such attention is paid to Greek accent, might it not be expected that the Romaic would enter into the course of instruction?—That involves the question, what the ancient accent was, and whether it was the same as the Romaic; I believe it was not; I think there can be no doubt that the ancient accent was musical tone, and not stress or force.

1234. Which of the schools in the Belfast Institution has the greatest reputation?—The mathematical school, so long as Dr. Thomson filled it, was the one then considered highest; at present, I should say that the classical school, under my learned and most estimable friend, Dr. Hincks, is that which has the greatest reputation.

1235. Is there any attempt to associate the study of the Arts with the study of Literature in either the Academy or the Belfast Institution?—Not that I am aware of; we are not able to do it; for we have not in that department a museum.

1236. Is not great part of such a Museum to be had at a low rate, such as a collection of impressions of gems, casts from the antique, models of ancient buildings, &c. &c.?—Of late years they have become cheap. But I was going to mention another great difficulty in all the schools in Ireland, namely, that the chief thing wanted by the parents is to have the boys fitted to enter Trinity College, Dublin, as quickly as possible, which requires little more than to be able to translate fluently.

1237. Do you consider such circumstances injurious to classical proficiency?—Decidedly.

1238. How would you propose that this injury should be obviated; would you effect it by raising and improving the course at Trinity College?—I do not see that it is possible to do it in any other way.

1239. Supposing that the Board of Examiners at Trinity College were to require a certain acquaintance with other branches of study, and certain modes of treating those branches, do you not conceive that such requisition on their part would at once produce a beneficial influence upon classical study generally?—Yes; I think that in a few years it would change the character of classical literature in Ireland altogether; and that, from being the flimsy, superficial thing which it is now, it would soon become solid; but I think that an improvement of the entrance course would not be enough; the character of the classical studies of the under-graduate course ought to be changed; and particularly, there ought to be more direct instruction in the higher department of philology, and less exclusive attention to the collateral studies.

1240. Do you think that the association of the Arts with Classical Literature would tend to improve the taste for literature, and to give a greater elegance to the study?—Yes; but I question the expediency of connecting the study of the arts with the duties of the classical master; I think it must be cultivated under a teacher of the fine arts, and to bring in classical literature (that is say, the contents of the classics,) into the study of the fine arts would be a more natural way; that would improve classical literature by giving it a new use, and making it a source of a new kind of gratification.

1241. Is there a Professorship of Education in the Belfast Institution?—No.

1242. Is Mental Science much attended to in the Institution?—It forms, or did form, one of the classes through which the students intended for theology must pass; but it is at this moment the subject of much strife between the Institution and the Synods.

1243. Does it form a considerable proportion of the general course at present?—One year of the three which students for the ministry give to their literary education, is principally devoted to it.

1244. Is there any course of Legislation, of Statistics, or of Political Economy pursued in the Institution?—No.

1245. Would you recommend the introduction of such courses in that or similar institutions?—Yes; in a town of the size of Belfast they ough to be introduced, but I think rather as adjuncts to other chairs.

1246. In the intermediate schools, between the elementary and the college, would you recommend a certain quantity of elementary instruction in those several

Rev. *R. J. Bryce*, LL. D.

22 July 1835.

branches?—Our system is to have no intermediate schools; but I understand the question not to refer to the Belfast seminaries in particular, but to be of a general nature, and I have no doubt that it would be highly desirable, and these branches might easily be connected with the study of history.

1247. Would you apprehend any injurious results from giving to the pupils some elementary knowledge of the Constitution and the Laws?—No; I agree completely with the expression of Dr. Chalmers in the third volume of his Civic Economy, in which he replies to those who are jealous of a general study of the elements of political science, "That all truth is harmless, and that the greatest security lies in its widest promulgation."

1248. Would not the character of the instruction given in such branches depend in great degree upon the Teacher?—Yes; and therefore it would require caution. I think, however, the natural check upon anything of that kind is to be found in the feeling of the parents. The circumstance of the parents having different opinions upon any controverted point, would necessarily lead a teacher, who regarded his own interest, to avoid identifying himself with any debateable opinions; but I do not see that any harm could arise from boys reading such a work as De Lolme on the British Constitution, or an abridgment of Blackstone, or a little book entitled Easy Lessons on Money Matters, lately published by the Society for promoting Christian Knowledge.

1249. Is there not great ignorance even of the mere elements of Legislation and Government prevalent throughout the country?—Yes, very great.

1250. Is not much of the disturbance which we see in the social and political system ascribable to this want of information?—Yes; the humblest classes of society imagine the evils attendant upon their condition to be greater than they are; and they are disposed to throw the blame of them upon their superiors, simply from being ignorant of the laws of human nature and of society, which determine those circumstances. And I find that wherever the lower classes are a little enlightened, they become contented and industrious, and desirous to raise themselves by their own exertions in creating property, and not by plundering the property of others. And if a correct knowledge of these subjects were more general among the upper and middle classes, it would soon make its way downwards.

1251. Then so far from apprehending evil from these studies, you would rather be disposed to expect, that they would produce improvement in the quiet and good order of society?—Certainly.

1252. Would you recommend the study of the elements of Physiology in schools?—I think it is necessarily connected with the study of natural history. In order to understand the natural history of vegetables and animals, some study of the physiology of both is indispensable, and I think would be highly desirable in every class of society.

1253. What is your opinion of the advantages and practicability of erecting the present Institutions of Belfast into an University?—I think I answered the question as to its desirableness and practicability in my former examination. The only thing that occurs to me to say now, is, that in the event of such a thing being done, I think that before the Government would sanction the union of the two seminaries, and the erection of them into an university, the defects existing in the constitution of either one or both ought to be carefully remedied, and those have been already discussed.

1254. In a former examination you gave it as your opinion, that in case it were deemed advisable to erect them into an University, the union of the two establishments at Belfast would be practicable and desirable; what means would you adopt for carrying such union into effect?—I think there is abundance of endowment, except that there might be encouragement and facility given for the reception of the benefaction of individuals that wish to promote science and literature; but I think the Government ought to enter into a negotiation with those who hold the power and patronage of the Institutions at present, and come to an understanding as to what changes in the constitution, and particularly in the administration of the literary patronage, might be requisite in order to secure the public interest against the defects that at present exist.

1255. Do you suppose there would be any strong feeling in the Dublin University against the erection of an University at Belfast?—I have understood that there would be a feeling of that kind, and I do not know whether the objection arises from a consideration of the establishing a separate university simply, or whether it

is

is that they think there is something in the constitution of either or both of the Belfast Institutions that would be injurious to the interests of religion.

1256. The Academy of Belfast being under a different arrangement, and being more in the possession of individuals than the Institution, would not some inconvenience and difficulties arise out of that circumstance in carrying into effect the proposed change?—Before answering the question, I must state that the Belfast Academy is not more in the possession of individuals than the Academical Institution. The managing body, and the constituency for whom more immediately they act, are smaller, and the relation they bear to one another somewhat different; but it is just as completely a public institution as the sister seminary. I am not aware of anything that would cause any inconvenience or difficulty in coming to the arrangement suggested by the Committee. The constitution of the Belfast Academy has recently undergone a change, and time has not yet put it to the test. The inconveniences of the former arrangement have been obviated, and I am satisfied, that if any inconveniences shall arise in the present arrangement, all persons connected with the Academy would be delighted to be able to rectify them.

1257. If a Committee were appointed from each of the Institutions to communicate with Government, you think those difficulties might be obviated by such communication?—I think so, if there be any difficulties.

1258. What have been the results produced in Belfast by those two Institutions?—A very great and rapid improvement in the intellectual character of the town and neighbourhood, and that I think has been much more marked within the last seven years, during which time the two Institutions have come much more nearly upon a par, and there has been more of competition between them; competition, I am happy to say, without any sort of unpleasant feeling on the part of the literary gentlemen connected with the Institutions. I know, at least, that some of my own literary friends, for whom I have the greatest regard, have been those who have been Professors and Masters in the Institution. I mention particularly Dr. Thomson, now of Glasgow, and Dr. Hincks.

1259. Are those Institutions supposed to be arrayed on particular sides in political matters?—No; that is, nobody, so far as I am aware, supposes the one to be the organ of one political party, and the other of another. Very decided political characters of different parties are connected with both.

1260. Can you give the Committee any idea by the number of pupils that have passed through the different branches of study, of the increase or decrease of public interest in the cultivation of these respective branches?—I should not be able to do that, without reference to documents.

1261. If you were entrusted with the formation and establishment of a system of Education for Ireland, which should embrace all classes of society, from the son of the mechanic to the son of the man of independent fortune, with the view of fitting them for their future probable course of life, whether in trade or manufactures or agriculture or the learned professions, what course would you propose, taking into consideration the separation of the classes of society and their relative means of procuring education?—The principles by which I should be guided are the following: First, that a good system of education for the poor, as distinct from the rest of the people, never can exist. The proof of this position is contained in a pamphlet which I published about seven years ago, entitled, "Sketch of a Plan for a System of National Education for Ireland." The second principle is, that education will probably at last support itself, though some sacrifice of public money is probably necessary in the mean time to accelerate its improvement. Thirdly, the great thing which is wanted for the improvement of education, and that which the spontaneous influence of competition and discussion would be the slowest to supply, is a large body of well qualified teachers; and by well qualified teachers I mean, men possessing solid general information, high mental culture, and skill in the practice of the profession; that is, skill in the art of communicating knowledge and of managing the mind and forming moral habits and intellectual tastes; therefore I should conceive, that to furnish a large supply of such teachers, and to open inducements for them to enter into the profession, by showing them, through the profession, a way to honourable, influential and profitable situations, is the first and most important object to which public money should be applied. These being the *principles*, the *measures* which I would suggest, if I am to give a beau ideal of a system of public instruction, are the following: I would found a professorship of the science of education in the University of Dublin, and induce, not force, that body to adopt some other improvements. I would assist one or both of the Belfast seminaries in completing the system of education which they already give,

Rev. *R. J. Bryce*, LL. D.

22 July 1835.

and making it equal to that of an university. I would erect, in Limerick, Sligo and Cork, universities on the plan of the Scotch and German universities, and the plan of the Belfast seminaries: the work of teaching should be done by professors, not by tutors, as in the English colleges, not excluding however the assistance of tutors in certain cases, but the main burthen of teaching should rest upon the professor; and the principle of division of labour should be introduced. These seminaries should further resemble those of Belfast, in containing a number of schools as well as university classes, so that the same institution should furnish every means of education, from the infant school up to the highest department of an university. I would take care to have in each of those seminaries a Principal, an individual Head, directly responsible to the public, who should, if possible, be the professor or education. I would accomplish those objects successively, not simultaneously, in order that a sufficient number of well qualified competitors for the new situations might be procured; because, if we establish all those seminaries at once, we must be contented with an inferior set of masters and professors; and it would also be desirable, that the experience acquired in erecting one seminary, should be made available in the establishment of the next. Some mistake might be committed, which would not be detected, till the practical working had gone on for some years, and that mistake might be avoided in the next. I would create some sort of degree or diploma, which each of those universities should give to teachers, in the same way as a degree or diploma is now given to the practitioners of medicine. I would not by law forbid a person not having this diploma to teach, because I would calculate, that the public would soon see the advantage of having such teachers, and would therefore come to expect a diploma or a degree for teaching, just as they now do for medicine. Whatever public money should be given to each of those seminaries, I would require that the seminary should give value for this money to the public, by educating, free of expense, so many persons intended to be teachers, as would be a fair return for the sum expended; and I would have the persons who should receive this free education chosen by competition, from among the children of the schools in a certain district surrounding the town where the university is to be founded. I would announce, for example, that an examination of such persons already teachers or desirous of becoming teachers, residing in a certain parish or barony or county, as choose to come forward, will be held at a certain place, on a certain day, and that a certain number of free tickets for education at such a university, will be given as prizes to those who shall show the best acquaintance with certain subjects of examination, to be specified in the programme. I would take every precaution to secure an impartial decision; and perhaps a few exhibitions or bursaries, to assist in supporting some at least of the winners of the prizes, in the course of their future education, might be added. In most instances, however (and I speak of this also from experience, because I have seen the thing tried), I think that if the education were given without expense, it would be an inducement to the parents of such young persons, or to young persons themselves, to make exertions to support themselves while receiving their education, which they would not otherwise have thought of making. I would not make those prizes permanent; I mean to say, I would not make an arrangement that a certain number of such persons should always be thus educated, because I think the establishment of free teaching from generation to generation, in that way, would be liable to abuse; but in the present condition of Ireland it would be desirable to give an artificial stimulus to set a-going that sort of education. Then, at the same time that I commenced the establishment and improving of the universities, I would encourage the formation of schools of a higher kind, for the education of the upper and middle classes, and endeavour to introduce improvements into such schools of this kind as at present exist. Those improvements should be, *in the first place*, throwing them more open to competition among teachers, so that the lucrative situations should be a stimulus to those that are employed in the lower rank of teaching; *secondly*, enlarging the course of instruction in such schools; *thirdly*, improving the methods of instruction and government; and, *fourthly*, reforming the constitutions, so as to prevent the abuse of literary patronage. And I would encourage the formation of such schools in all varieties of ways: I would encourage those which might be established as matter of public spirit and public benevolence, the subscribers seeking no advantage to themselves; I would encourage the formation of joint stock companies for schools, in which the shareholders should receive the interest of their money; and I would encourage the formation of schools, in which there should be remuneration given to subscribers, not in money, but in the power of nominating pupils to free tuition, or to tuition at reduced rates, so as to try the effect of every possible variety of constitution. I would not exclude even the mode of giving a power to

Rev. *R. J. Bryce*, LL. D.

22 July 1835.

the inhabitants of the barony or the county to assess themselves for the purpose of establishing a seminary; but I would first wait for some years to see how far the method of subscription and the other means would be sufficient to supply the wants. I would give every sort of direction and assistance with regard to the constitution and internal arrangement of those schools; and I would suggest the appointment of two or more masters for separate departments, the number of masters to be determined by the expected number of pupils, upon the principle that the division of labour always must be limited by the extent of the market. I would pass a general Act of Parliament, enabling such societies and institutions to be incorporated by some simple and cheap process, so as to avoid the necessity of a charter or an Act of Parliament incorporating each. I would make it a fundamental rule of all seminaries to which the Government should give any advantage, either pecuniary aid or the facility of incorporation, that no person should be eligible to a professorship or mastership, who had not obtained one of the diplomas, certifying to his skill in teaching, which I mentioned in a former part of this answer; that is, I would take care that the seminaries on which Government bestowed anything, should not employ such persons; but I would not prohibit such persons from teaching, if any other persons chose to employ them. The first set of professors and masters in each of the universities should be appointed, generally speaking, in whole or in part, by a Government Board; in whole, if the expense be wholly or chiefly borne by Government; in part, if the expense be partly borne by the town or the surrounding district. The power of electing to professorships which should be afterwards founded, would of course require to be determined at the time of the foundation of each new professorship. The filling up of vacancies I would give, I am inclined to think, principally to the body of professors, care being taken to guard against abuse in this respect by not granting such power, unless where the number of professors is considerable. If there were a small number of professors, they would probably be disposed to club the thing amongst themselves and appoint their own relatives; if there be a large number of professors, deriving their emoluments chiefly from the fees of students, there is no danger of such a result. The plan of encouraging the foundation of such schools for the middle and higher classes of society, I would carry as far down in the scale as possible; and if it were found that the effect of thus giving prizes for the higher departments of education was not sufficient to stimulate young men to enter into the profession of teaching, and to be content with a very small income, while teaching among the poorer classes, I would then be guided by experience in deciding to what extent it might be necessary to go in expending public money in the direct endowment of schools for the poorest class of society. I am firmly persuaded, however, that little or no endowment of the kind would be necessary; that men of the highest literary and intellectual qualifications would be found willing to undertake the instruction of children of the lowest classes, just as we now find men of the highest attainments as physicians willing to begin their professional career by practising among the poor, knowing that by doing their duty there, they cannot fail to rise, in process of time, to obtain more lucrative employment. In short, I am firmly persuaded, that no endowment would be required; but I would put this opinion to the test of experience, and if not borne out by experience, I would at once abandon it, and retreat upon endowments. I think that to refuse a fair trial to this principle, which I maintain to be both cheaper and more effective, would be to waste the public money and trifle with the public interest. In the mean time, while that trial is going on, I would keep up something like the present system of education; that is to say, providing schools in part at the public expense for the poorer classes of society; and I should expect, that every year, the expense of supporting those schools for the poor would be gradually diminished, and that in the course of 10 or 12 years it might altogether cease, and the education of the poor be in a much better condition than it is at present. I would not change violently and suddenly from the endowing system to the spontaneous; I would make the one pass into the other gradually.

1262. Does not your plan, in short, resolve itself into this, that it is only necessary to establish a good system of instructing Teachers in the country, and Education will make its own way?—I conceive that the chief thing that is necessary is to furnish a large supply of good teachers, which implies two things, the means of educating them, and the means of remunerating them.

1263. But as that plan would not furnish school-houses, and as for the establishment of schools you must have the brute material, such as land, buildings,

Rev. *R. J. Bryce*, LL. D.

22 July 1835.

apparatus, as well as Teachers, would not funds be necessary for that purpose, and should not these funds come, in a certain proportion, from the Government on one side, and on the other from the contributions, voluntary or otherwise, of the People?—But I have said that I would continue the present method of building school-houses and otherwise assisting education, till the supply of good teachers had produced its full effect; after which, I have no doubt whatever that the spontaneous demand for education would be sufficient not only to support the masters but also to build the schools; I am satisfied that it would, from the first, build schools for the upper and middle classes of society.

1264. What courses of education would you suggest for these several seminaries, beginning with the Universities?—The classes of Universities ought to be divided into two great heads: 1st, Classes for general literature and science; and 2d, Classes for professional purposes. The classes for general literature and science ought to embrace, 1. Natural History in all its departments; 2. Mathematics; 3. Higher departments of Classical Literature, including Philosophical Grammar and Criticism; 4. Belles Lettres and Esthetics, and English Literature; 5. Logic; 6. Natural Philosophy; 7. Chemistry; 8. Mental Philosophy; 9. Political Economy and the Philosophy of Commerce. It would probably be desirable also to have professors of Geography and Statistics, Jurisprudence and the Fine Arts, though perhaps the two last might be considered as more properly professional. The Professional Classes ought to be such as to form, 1. A complete Medical School; 2. A School of Law, under one or more professors, as might be found necessary; 3. A School of Engineering, under one or more professors; 4. A Class or Classes for the professional education of Teachers, keeping in view the great principle, by neglecting which, all attempts to improve education in Ireland and England have failed; I mean, that those who are to be the teachers of the humblest classes of society, ought to be men of refined mind and extensive information, and qualified to instruct the children of the highest ranks. Connected with each university and forming a part of it, I would have a system of schools arranged on the plan which I have already explained as followed in the Institutions at Belfast; beginning with an infant school; then an English school; then a writing school; a drawing school; a school in which music should be taught (but whether there should be a separate master, or whether it should be an adjunct to some of the others, I am not prepared to say); a mathematical school; a classical school; and a school or schools for as many modern foreign languages as possible. It would depend of course upon the size of the town and the progress of taste among the people, to what extent this entire programme should be filled up. I should expect, however, that in Dublin and in Cork the whole would very speedily be filled up. The only peculiarity of this plan is, that in the department of general literature you would have the school gradually rising up and merging in the university, so that there would not be a broad line, or rather a wide chasm, between the school and the university, as is the case generally at present.

1265. Would you recommend the establishment of a Theological Faculty?—I question whether there could be established a theological faculty in the university. This much, however, might be done perhaps; the university itself might establish a professor of theology, who should take such a general view of theology as might embrace the views common to a number of different Christian denominations. He should, however, be the professor of the university, responsible to the university, and not to any ecclesiastical body. I would not prohibit the university, if it chose, to establish a theological faculty; but I would give no Government assistance to any university which attempted a compromise, by encouraging and supporting in the same building a number of different professors of theology for different religious bodies; or at all events, if I gave Government assistance to the university, as such, I would not expend any public money, directly or indirectly, upon the theological department.

1266. Would you require that Natural Theology should be taught?—That would be involved in mental and moral science.

1267. Supposing, instead of a compromise, there were established but one chair of Theology in the University?—I should say it was more objectionable on moral and religious principle to support a number of conflicting systems in the same university; but I should say upon political and economic grounds, it is equally objectionable to support one chair of theology; and therefore if the university chose to have one general chair of theology, I should not throw any obstacle in its way. But even in that case, I think it would not be right to apply part of the taxes paid

by

by a mixed community to the supporting of a theological chair, the views promulgated from which could not but differ from the views of a considerable part of the tax-payers.

1268. What would you prescribe as the best course for the Secondary establishments, such as Academies and High Schools?—The whole of what I have already mentioned as contained in the school department of that seminary, the upper part of which is to be an university. I conceive that all seminaries, from the most splendid university down to the humblest country school, should be formed by one and the same recipe, namely, take a complete course of the most extensive education that the present age will afford, and establish in each seminary just as many parts of this entire course as the wants of the locality are likely to produce a demand for. This will give you an university in a large and wealthy city, the capital of a wealthy district; an extensive school in a flourishing third or fourth-rate town; and so on down to the limited assortment that is required for a poor and thinly-peopled rural parish.

1269. In the Elementary school would you pursue a similar course?—Exactly.

1270. Would you propose two descriptions or more of Elementary schools, or limit yourself to one class only?—I think the distinction between elementary schools and higher schools ought to cease, and would spontaneously cease under a good management. Every school would be at once high and elementary; and there would be an indefinite number of gradations of schools from the university downwards, all containing the elementary parts, and many containing the higher also, but in different degrees. The University of Dublin would always be the one in which the course would be most complete, and in which the situations would be most lucrative; for, whatever may be said about granting new endowments, I would never think of taking away those already existing. The University of Dublin would be the one in which the course would be most complete; the provincial universities would be universities also, but the course would probably be less complete, and the division of labour less perfect; that is to say, it would be necessary in several instances, that one man should fill two, or perhaps three chairs. But the schools connected with provincial universities would be probably as complete as that connected with the University of Dublin. Then, in towns smaller than those which should be the seats of the provincial universities, there would be schools, containing all that is given in the schools connected with each university, and perhaps containing something in a more elementary way of those departments of science, which I have assigned to the university properly so called. Thus the universities would not be all equal with regard to the extent of the course taught, or with regard to the division of labour; and the highest school would cover part of the ground occupied by the lowest university, and there would in that way be a gradual descent, so that it would be impossible to draw a line between primary and secondary, or between secondary and tertiary, because there would be an infinitely diversified shading according to the circumstances of each place.

1271. What are your opinions as to the best mode of conferring University Degrees?—There is a great difficulty upon that subject. I think if one university grants degrees, there ought to be no monopoly. I think, at the same time, it is worthy of serious consideration, whether it might not be a better arrangement to have degrees granted by a body of persons chosen by the professional and literary public from all the universities, not only by the professors of the universities, but by all persons who have attained a certain literary standing; graduates for example of a certain rank. We might begin by forming a board of that kind, of the graduates of all the universities at present existing; you might find representatives among the literary men of the kingdom.

1272. What would you think of Boards erected by the several professional bodies; for instance, the body of Law or Medicine or of the Arts, for the purpose of hearing examinations, and giving diplomas in the respective professions?—It occurs to me, that a board elected by a general body would not be so desirable as that there should be certain gradations in the several professions, into which men should be raised by the general voice of the profession; and that it should be from the highest of those ranks, that a board should be chosen, of men who have obtained a literary distinction, by the acknowledgment of their competitors for fame and emolument.

1273. Admitting the principle you have just laid down, would you propose a separate Board for each of the professions, for the purpose of conferring degrees

Rev. *R. J. Bryce*, LL. D.

22 July 1835.

in that specific profession?—Yes; or what would perhaps be better, a general board with subdivisions.

1274. Divided into sections, similar to the sections composing the general course in the University?—Yes, I would have the qualifications ascertained by the several sections; but the conferring of the degree should be the solemn act of the whole body.

1275. In some of the Universities on the Continent, which are called Secondary Universities, and which seem in some degree analogous to the Universities which you have suggested for Belfast, Limerick and Sligo, they confer what are called "Secondary degrees;" for instance, a Bachelorship of Arts instead of a Mastership of Arts, and a Licentiate of Medicine instead of a Doctorate; the higher degrees being reserved to the higher Universities, on the presumption that they require greater opportunities and higher degrees of knowledge; do you consider that an eligible arrangement?—No, quite the reverse; I think that the attempt to divide universities into different grades is very objectionable, as in the course of a few years the lower might improve, and the higher deteriorate, so that they would deserve to change places; besides, the secondary university would not have the same stimulus to improve and extend its course; and it has always appeared to me one of the greatest faults of the Continental system, that they make these artificial distinctions in schools and universities, instead of leaving them to find their own level. And there are many great advantages in having an insensible gradation from the highest university down to the humblest village school.

1276. Do you not think it would be right that the Degrees being expressions of the advancement of the pupils, the higher degree should be given in the higher University, and the minor degree in the Secondary university?—That supposes that the question between the granting of degrees by a general board, and the granting of degrees by individual universities, is settled in favour of the latter mode. If the degrees were granted by a general board, of course there would not be this objection; but supposing the degrees were granted by the different universities, it is quite certain that the students would go, generally speaking, to that university where there were the greatest facilities for study, and which had the highest reputation; and that persons having a degree from the university that was most in repute for that particular department, would append to the general title the name of the university where they had graduated, and that would obviate the inconvenience.

1277. If the name of the University were attached, are you of opinion that such addition would at once qualify, in point of character, the degree conferred?—Yes.

1278. How would you propose to pay the different Professors, and what amount do you think there should be in fixed salary, and what in fees from the pupils?—I am against the plan of fixed salaries altogether; I would allow each professor a free house and lecture-rooms, and I would not give any fixed salary; but as I said before, if anything is to be given from the taxes, or from funds already set apart for education, I would have a return for it, in the shape of education for a number of deserving young men, to be chosen by competition. I would give a certain number of drafts, which should be available at any university, so that a young man who should be selected as a proper person to receive this free education from the public, should have his option of going to any university that he chose; and in this way, if there were a comparatively inefficient professor in one university, his share of the general endowment would be smaller. This would have the effect of producing a certain number of students, and creating a greater amount of demand for each particular department of literature. There are some departments that would not require endowment at all, those bearing directly upon the different kinds of professional education I have spoken of.

1279. In the application of national funds granted by Parliament or otherwise, would you think it eligible that the buildings should be erected by the Government, and that the support of the University should then be thrown upon the locality, and upon the persons frequenting the school or college?—I am inclined to doubt very much whether it would ever be necessary to defray the entire expense of the building by the Government; but if on trial it was found that the people themselves would not do enough towards it, I should then say that to erect such buildings either in whole or in part, would be a fit application either of public money or of such funds already set apart by individual benevolence to the purposes of education, as might fairly be realized by Government, and converted to the foundation of universities.

1280. For

Rev. R. J. Bryce, LL. D.

22 July 1835.

1280. For the application of those funds, would you think it right that there should be a general superintending body under the name of a Board of Education?—I am persuaded that such a Board would not permanently work well, but if there *must* be a board, its power should be entirely negative; that is to say, to prevent abuses in the administration of the funds by the local authorities. It will be observed, that I do not disapprove of a temporary board, to set a good system of education a-going, but of a permanent administrative board, which would interfere with the free and healthful operation of ordinary motives.

1281. Do you not think another advantage would arise out of a central body of the kind we have been speaking of, namely, the facility it would give of collecting accurate information on the state of education in its various branches throughout the kingdom, by means of reports periodically sent up from those institutions, and communicated from such body to Parliament?—I think, perhaps, the best way of accomplishing that object, would be by an association of teachers of all ranks and grades, from the highest university to the lowest village school, something on the plan of the British Association for the advancement of science; and I should think, that provincial and metropolitan meetings of teachers would be the best mode of communicating information on the subject of teaching, and on the progress of education properly so called; I believe they have such meetings in Prussia and in America.

1282. But does such association obviate the necessity of a superintending body for the purpose of obtaining the information? Is it not to be apprehended, that, if it were entirely at the discretion of individuals, the information would not always be furnished, and such lapses would render it incomplete? Would it not be well to prevent such risks, and therefore advisable, that some body of some kind should have power to require those reports?—I think it would be very desirable, that out of the great body of the professors and teachers, reaching from its highest to its lowest point, there should be chosen a small body, consisting, of course, of men most distinguished, not only for their talent and professional skill, but for their character and business habits, and to those ought to be entrusted the task of making a digest of all information relative to the improvement of education.

1282.* Such body acting under the Government, in the character of a Board of Education?—They would produce all the results that are produced by a Board of Education, but I do not see that they would necessarily act under Government; they would be a sort of organ, under which the profession of teaching would improve itself, and raise itself in the eyes of the public, and I think the Government might be saved the trouble of any interference. All such interference is injurious to the public interest, by diverting the attention of Government from its own proper functions; it might however be desirable that the heads of the profession should be in communication with some department of Government.

1283. Would you then propose that they should form, in connexion with the Government, a body for superintending the management of the funds, and the inspection and control of the schools, in order to prevent them from falling into abuses to which establishments, the most perfect at the outset, are still subject?—I do not think there is any abuse that cannot be corrected by such a voluntarily formed board, except the abuse of money granted from the public funds; and for the purpose of preventing that kind of abuse, I think there might not be much harm in arranging either that such a board should be part of the Government, or connected with the Government, or co-operating with some commissioners appointed by the Government. But for any other kind of abuse or deficiency in the schools, I think there is nothing safe, nothing that is not liable to a greater abuse than that which is sought to be rectified, except the check of public opinion, and the power vested in the local managers of each school, and more particularly in the parents, who are the employers of the teachers. I must say, however, that it would be a far higher and more statesman-like achievement to create a system which would go on of itself, all its parts being adjusted at first in accordance with the philosophy of human motives, than one which needs this constant interference. I think that the inefficiency of the American and the Prussian meetings of teachers for communicating information, arises from this, that they do not answer the idea which I have of a regular body; I would form all the educated teachers in the nation into a body having a corporate character, analogous to the royal colleges of surgeons and physicians; but I would give it a more popular constitution, so that every teacher bearing a diploma should be a member of this body.

1284. Of what use would it be to incorporate them, unless they had the power

Rev. *R. J. Bryce*, LL. D.

22 July 1835.

of requiring information?—All the teachers in the nation forming this body, the body could of course expel or punish any person that refused to comply with the regulations of the body; that power would result from the very making it a corporate body.

1285. Although the Teachers might give sufficient information with regard to some particulars, are there not others, with regard to the financial management, for instance, of the school, which do not come within their range, and therefore in order to gain that information, would not another more effectual power be requisite?—Even as schools are constituted at present, there are few things on which teachers could not give information; and if the principles I have already pointed out were acted upon, there would be none. This is not the only case in which our views on the whole subject of the machinery of education are greatly warped by looking at the abuses which arise from the injudicious arrangements that have hitherto been made; but if the plan I have sketched were carried into effect, the sources of those abuses would be almost if not altogether dried up, and therefore, the necessity of that sort of interference would not be likely to arise. For example, before any school would be established and receive a corporate character, in the manner I have recommended, from the Government, those to whom the giving of such corporate character is entrusted, ought to take care that the principles on which the constitution of that school was founded, should be such as are shown by experience to be the least likely to lead to abuse: for example, I would not give any countenance to a school that was managed entirely by subscribers, persons who had no other tie to the institution, except that they or their fathers or their grandfathers had subscribed a few guineas to it. I would therefore take care that no schools were acknowledged or aided by Government, unless the principles of their constitution were sound; and at the same time I would admit a harmless variety in the mode of applying those principles.

1286. Do you see any objection to the constitution of a Board of Education in combination with the body of Teachers you have described, the one for general superintendence, and the checking any abuses which might exist, and the other for the purpose of collecting information, and improving the various modes of instruction in use?—No; I see no objection to an union of the two functions in one body, that is, supposing that we are to have such artificial machinery; but I think it would answer the purpose just as well, and might avoid complication if the entire matter of the improvement of the methods of tuition were left to professional teachers, who must be the best judges if they are honest, and who, if they are not spoiled by fixed salaries, must have the most powerful motive to adopt good methods.

1287. Will you not always require some controlling power on the part of Government for the application and accounting of these funds?—I do not contemplate the continuance of an expenditure of Government money; I contemplate for a few years the expenditure of a few thousand pounds in assisting in the erection of these literary institutions, and so long as that is to be done, there must be some Board of Education, or some department of the Treasury or of the Home Office, who should be charged with the administration of the money. I should think that a separate Board of Education expressly temporary, limited to a certain number of years, should be constituted; and subsequently there might be some simple machinery by which abuses should be prevented, through a local board or town council, and by which the alienation of the fixed property, which had been created by the disbursement of public money, might be obviated.

1288. Do you think that the Diocesan and Royal schools could, without difficulty, be converted to such purposes?—I should think there would be no difficulty with the royal schools, whose origin gives them a more general character; there might be difficulty with the diocesan schools.

1289. Do you suppose that there would be any considerable objection on the part of the individuals connected with them at present?—No, I think not; I know that the idea of uniting two of the royal schools, and forming out of them an university, was suggested to the head-master of one of those schools, and he seemed very favourable to it. It was mentioned as part of the proposed arrangements, that the senior of the two head-masters should be the first provost, and the junior, vice-provost, with the reversion of the provostship, which I think would be a natural and fair arrangement.

1290. Do you see any necessity for the existing Board of Commissioners being continued for the administration of those schools?—In the present state of things perhaps

129

Rev. *R. J. Bryce*, LL. D.

22 July 1835.

perhaps there is; but it is very desirable that the necessity for the existence of such a Board should be done away, by making such arrangements as would enable the schools to do their own business without any external administrative body, or at least without any but a local one. I am not acquainted with the working of the Board, or with its precise province, but I am sure the endowments of the royal schools might be made much more useful to the public than they have ever yet been. They are sufficient to found two or three universities, each as efficient as any in Europe.

1291. Would they furnish a sufficient provision of Schools of the Secondary or Academical class?—I should scarcely think they would be sufficient for the establishment of the intermediate class of schools.

1292. You think it would be a proper object for the Government to assist those funds in providing for the establishment of such schools?—Yes, if the voluntary exertions of the people were not found sufficient.

1293. How would you excite those voluntary exertions; would it not require some external stimulus?—There might be a temporary Board of Commissioners appointed, consisting of men practically acquainted with the working of schools and of universities. It is a strange and very unfortunate anomaly in all public arrangements for education, that professional men are seldom or never consulted. If a bog is to be drained, we take the opinions of engineers; if an hospital is to be built or reformed, we apply to physicians; nautical and military men are employed on commissions that refer to our fleets and armies; but the whole of the public business of education is done by amateurs. To remedy this evil, I would form the board chiefly of practical men, men who had been professors or schoolmasters; but it ought to contain a proportion of non-professional persons, statesmen, or men of those classes from which statesmen are usually taken, lest the schoolmasters should be influenced by professional prejudices or by worse motives, and not pay sufficient attention to the public good. Suppose, then, that we have a board composed chiefly of thoroughly practical schoolmasters, who at the same time are well known to be men of enlarged views, and containing one or two Members of either House of Parliament, really acquainted with the subject, who would protect the interest of the public; such a board would take up, we shall say Limerick, and address to the leading men of the town an offer of assistance, and a sketch of a constitution. They would say, "If you will accept of this constitution, and raise and expend in buildings to a certain amount, say 5,000 *l.* or 10,000 *l.*, (which would be amply sufficient,) you shall have an university; it shall be incorporated free of expense, and you shall have a certain amount of Government assistance in money." The Government aid ought to be given in an increasing ratio, as the subscription increased; for example, if 5,000 *l.* were subscribed, 2,000 *l.* might be given by the Government; and if 10,000 *l.* were subscribed, Government might give 5,000 *l.* or 6,000 *l.* The whole of the money raised by the town ought to be expended in building, and the whole of the money given by Government ought to be laid out in founding a library and museum. I am satisfied that the idea of making their town the seat of an university would stimulate the landed proprietors and the wealthy merchants of a place like Limerick; so that the money necessary for erecting the buildings would soon be obtained.

1294. Are you aware, that they have found great difficulty in obtaining money for these purposes at Cork, while, had money been granted by the Government for the building itself, the institution would soon have been supplied with Museum and Library and Lecturers, by the contributions of the inhabitants?—Because the plan of the Cork Institution was bad. Any person acquainted with the subject could have predicted that it would not succeed; they attempted either too much or too little. If you were to offer Cork an university, and adopt the precautions already pointed out to avoid quarrels on matters of politics and religion, the city would soon furnish the money.

1295. What objection would exist to the Government giving the whole of the money for the building, and leaving the after support to the People?—Simply this, that the money does not belong to the Government; they are trustees for the people, and they ought not to lay out a single shilling without some direct return, if possible. Besides, an university in a town like Cork would be in a great measure for the benefit of the upper and middle classes, and therefore they ought to pay for it.

1296. Would not there be a direct return in the constant support of that University afterwards by the public?—No; that would be an indirect return. If a man

Rev. R. J. Bryce, LL. D.

22 July 1835.

wishes to erect a manufactory in a part of Ireland where something of the kind is very much wanted to give employment to the people, and asks a bonus of 1,000 *l.* to enable him to set it a-going, there can be no doubt that good would be done by the success of his enterprise. The people would become industrious; they would procure a comfortable livelihood; they would therefore become peaceable, and a saving of expense in soldiers and police would be the result. But this would be an indirect return for the money, and therefore a political man who knew his business would refuse the application. But if the manufacturer offered 1,000 *l.* worth of his goods at the market price, that would be a direct return; and therefore, if the article was one which Government could employ for the public service, it might in certain circumstances be advisable to take the offer. If the question be between giving a sum at once, and giving an annual grant, I decidedly prefer the former.

1297. Would you recommend the same machinery by which other public institutions are supported in Ireland, to be applied to the support of the Universities? For instance, as the Lunatic Asylums are supported by joint assessments or Presentments from the several Grand Juries of the Counties in which the asylum exists, might not the expenses of the University be supported by similar joint assessments, imposed by the Grand Juries of the Province?—No; I am satisfied that it would not be necessary. I am satisfied that the fees of the students would be amply sufficient to meet the contingent expenses. I would charge each professor a percentage on his fees, and throw that into a general fund for the general benefit of the establishment; or what is in fact the same thing, I would charge each student a small sum which should go into the university chest.

1298. You conceive that such fees would be quite adequate to the maintenance of the establishment for the buildings and their repairs, for the formation and augmentation of the library, and the other requisites for teaching in such institutions?—I am not sure that it would for the library and museum, but experience shows that it is always easy to maintain and extend a library and museum where there is a good foundation laid. Such collections are always abundantly increased by donations from individuals. An assessment might involve some risk of making the institution unpopular, and would certainly fall on many persons who would never directly profit (though they might indirectly) by the university; these persons would therefore, in fact, be compelled to pay part of the expense of educating other people's children.

1299. Can you give any instance in which such arrangement has proved adequate to the support of such establishments?—I do not know any instance in which it has proved adequate to the support of so large an establishment as an university; but I have known it adequate to the support of a school. And the larger the establishment the more easily is it maintained, relatively to its size; this is one of the most familiar principles of political economy, and one which nobody disputes.

1300. Do not you think, that from the various fluctuations to which such institutions are subject, considerable danger might be incurred by leaving it solely to the fees of students?—No; I think that very risk would be a security, because the feeling that if they decline in their exertions, not only they must want the means of living, but that the buildings must go to ruin, would be a stimulus to the professors to exert themselves, and to keep up the number of their students.

1301. You have recognised the principle of assessment in case of the establishment of a College or an Academy in a town, and the giving a certain control over it to the Town Council; why would not you recommend a similar principle in the case of an University?—I beg pardon; I did not recognise the principle; I said that IF the principle of assessment is to be acted upon, then a town council or some such body would be a good instrument for exercising the necessary check. I never approved of supporting any literary establishment by assessment; the fund for the original cost might be raised by assessment with less injury; but to raise funds by that means for the permanent maintenance of either school or university, high or low, would be very objectionable.

1302. Have you known evils arising from grants of Government or of the Legislature to University establishments or to Academical establishments?—Yes; in the only instance in which the working of an annual grant has come under my own observation, I have known it to be injurious. On one occasion, while the managers were soliciting for a grant, a professorship fell vacant, and instead of looking among their candidates for the man most fit for the situation, they looked for the man that would be most acceptable to the Government of the day, although they were solemnly pledged to the public, that they would be guided in their choice of professors by literary merit and moral character alone. On another occasion,

after the grant was obtained, the managers, feeling secure in their endowments, ventured to gratify their own party feeling, by making an appointment in defiance of the known sentiments of those who mainly supply the Seminary with pupils. Both these decisions have done immense harm to the Institution; and had it not been for the grants, neither of them would have been made.

1303. Where such institutions as Mechanics' Institutions and schools for adults exist, would you bring them in any way in connexion with the Universities?—I would leave that to be settled by them and the universities; but I think it unlikely that such a connexion would be formed or would be useful.

1304. You would not use any system of compulsion in requiring that children should attend the schools, or otherwise receive instruction?—No; I think that would be as absurd, as introducing a system of compulsion requiring that they should take their meals: with a healthy system of education and good teachers, the children and their parents would desire education, as eagerly as both parties now desire food and clothing.

1305. Do you think it is only from the want of information being universally extended upon the subject, that parents are now backward in sending their children to school?—No; it is not the want of information; it is the non-existence of Teachers. There is not one teacher in a thousand that knows how to teach; and wherever a man opens a school, who is but a fraction of a teacher, half, or a fourth, or a tenth part educated, that person is sure to gather a crowd of scholars around him in the poorest neighbourhood.

1306. You think that if we had a sufficient supply of good Teachers, there would be no necessity for compulsion, and that education would be not only good, but universally diffused throughout the country?—Yes, and the expense to the public would be very trifling; but as my views on endowments have been elicited piecemeal in the course of the examination, I hope I may be permitted to state them in a connected form, lest the detached way in which they have been presented, should give them any appearance of inconsistency.

By "an endowment for education," I mean property given to the support of any seminary, when no direct return is made to the party so giving such property. Thus if I give 1,000 *l.* to be invested in lands or otherwise, that the interest may be employed in maintaining a school; or if I expend 1,000 *l.* in buying ground and building a school-house; or if I subscribe 50 *l.* annually to the support of a school, not stipulating for any return, in the way of teaching or otherwise; I give in each case an endowment. Endowments are *private* or *national*. Private endowments ought not to be prohibited; but when injudiciously made at first, or when abused, or when time and circumstances have made the observance of the donor's will, in the letter, inconsistent with its spirit, they may be cautiously regulated by legislation. National endowments are analogous to bounties on trade, allowable when bounties are allowable, and to be condemned when bounties are to be condemned. Endowments in the shape of fixed salaries are always bad, on the same principle which condemns the payment of the wages of labourers in part by a poor-rate. Adam Smith's view of this part of the subject, appears to me totally wrong; for the objection is *in principle* the same against paying a teacher in part by a fixed salary, as against paying him in that manner altogether; the difference is only *in degree*. Endowments in the shape of grounds (not producing rent, but used for the purposes of the seminary), buildings, libraries, museums (but not apparatus), are less objectionable; they merely place the teachers who enjoy them in the situation of manufacturers with larger fixed capital. An intermediate plan between non-interference and endowment is, to give money and require teaching in return for it. This is analogous to loans from Government for undertakings indirectly advantageous to the public*, though immediately profitable to individuals. This is to be preferred, generally speaking, to the plan of endowment.

* *See* the Answer to Question 1296.

After his return to Ireland, Dr. Bryce transmitted to the Chairman the following Notes on his evidence, with a request that they might be subjoined to it when printed:—

Q. 11, July 1. I have learned that premiums for other than classical studies are less given than I supposed, in the schools which are regarded as the highest.

Q. 16. The complaint that critical studies are neglected for ancillary, was meant to be general, not confined to Ireland, nor to the schools now under consideration.

Q. 24. I find that there are a few very honourable exceptions to the statement

Rev. R. J. Bryce, LL. D.

22 July 1835.

made in the last sentence of the answer to this question, particularly among the Royal schools.

Q. 34. I find on inquiry that translation from Latin and Greek into English, is a good deal practised in some schools.

Q. 40. The late Dr. Neilson, when Classical Master in the Academical Institution, introduced the speaking of Latin and Greek, in a modified form, with considerable benefit.

Q. 58. I find that composition in Greek is practised, but to a very trifling extent, in a few schools. I find, too, that it has begun of late to be required in the examinations in Dublin College.

Q. 73. In the schools which are considered the highest, ancient geography is taught, but modern little, or not at all.

Q. 77. I find on inquiry, that I have over-rated the amount of attention given to English in the Royal and Diocesan schools.

Q. 135. I find I have understated the maximum number of boarders in the Academy during my incumbency; we have had upwards of 20.

Q. 1197. In answer to the challenge to name a person who had reached great mathematical eminence without the aid of endowments, it is strange that I did not at once think of my distinguished friend, Dr. James Thomson, of Glasgow, formerly of Belfast, whose vast acquirements were made, and his valuable works written, almost altogether while he was an unendowed but highly prosperous teacher.

Q. 1255. I have been informed that the Fellows of Trinity College, Dublin, have at present no objection to the erection of a University in Belfast, or at least that they have resolved not to oppose it.

Veneris, 24° die Julii, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

William Charles Quin, Esq., called in; and Examined.

W. C. Quin, Esq.

24 July 1835.

1307. YOU have been connected with the management of education in Ireland?—I was Secretary to the Commissioners of Education in Ireland, for six years.

1308. By the "Commissioners of Education" you do not mean the Board lately appointed?—No; the Commissioners appointed under the 53d of Geo. 3, cap. 107, which was in the year 1813.

1309. What were the functions with which they were invested?—With the management of the royal schools and schools of private foundation, and the diocesan schools.

1310. Were you connected with them from the first moment of their establishment?—No.

1311. Who was their first secretary?—A Mr. Corneille.

1312. How long did he continue such?—I am not positive; I think but for a few years. A Mr. Walker succeeded him.

1313. When did you begin your duties?—In 1828.

1314. Are you now the secretary of the Commissioners?—No; I resigned in February last.

1315. Have you had full opportunities of judging of the former and the present management of the system?—Only so far as I could judge from the returns of masters made to the Commissioners; but I was never sent to visit any of the schools, nor to inquire into the mode of managing them.

1316. How often were reports made?—Annually.

1317. Was there a system of inspection also, connected with the annual reports?—Not during my time.

1318. Did the Board of Commissioners rest satisfied with the reports, and consider them as containing sufficient information?—The reports I speak of were the reports of the Commissioners to the Lord Lieutenant.

1319. Were there not reports made by the masters of the schools to the Commissioners?—There were, but they were more in the nature of returns upon particular points.

1320. To what points were the returns limited?—The number of scholars, the state of the buildings, the course of instruction, the number of assistants; those were the chief points.

1321. Are

1321. Are you acquainted with the origin and endowment of the Diocesan schools?—Yes.

1322. Is the history of their origin and endowment, as set forth in the fifth report of the Commissioners of Inquiry into Education, accurate?—I have never read it.

1323. What was the origin of Diocesan schools in Ireland?—They were established under an Act of Elizabeth.

1324. What was the object of that Act?—That there should be a school in each diocese, to be supported by the bishop and clergy, so far as the endowment of salary.

1325. Did that Act contemplate free schools?—They are styled Free Schools.

1326. Are you acquainted with the report of 1788?—No.

1327. Is the Act to which you allude the following: In the 12th year of Queen Elizabeth's reign an Act passed "for the erection of a free school within every diocese of this realm; the school-house for every diocese to be erected within the principal shire towns of the diocese, where school-houses were not already built, at the costs and charges of the whole diocese, without respect of freedoms by the oversight of the ordinaries of the diocese or of the vicars-general, *sede vacante*; and the sheriffs of the shire, the lord-deputy or other governor or other governors of this realm for the time being, with the advice of the council, are, according to the quality and quantity of every diocese, to appoint for every schoolmaster such yearly salary, where none is already appointed, as he with and by their advice shall think expedient, whereof the ordinaries shall bear for ever the third part, and the parsons and other ecclesiastical persons of the same diocese the other two parts, by an equal contribution to be made by the ordinaries; and all the churches, patronages, vicarages and other ecclesiastical livings that have come by any title to the Queen or any of her progenitors, shall be charged with this payment and contribution, in whatever hands the same are or shall come"?—That is the Act.

1328. Are you aware of any Act modifying this Act of Queen Elizabeth?—There are several Acts. There was an Act of William, which construed these as Classical Schools.

1329. Will you state the particular Act?—The 7th of Will. 3, c. 4.

1330. What distinction do you draw between Classical schools and Free schools, as constituted by the Act of Elizabeth?—I do not draw any distinction.

1331. Then what was the purport of the Act of William?—It was to establish those schools on a better footing. It was, I believe, chiefly to charge the counties with an assessment for the erection of proper school-houses; and the Act recited, I believe for the first time, that these were to be classical schools.

1332. They do not appear to have lost their character of Free schools at that time?—No.

1333. Are you aware of another Act passed in the 12th Geo. 2, by which power was given "to every archbishop, bishop, dean, dean and chapter, dignitary or prebendary of a cathedral church, out of any land to any of them belonging, to set apart any piece of ground, not exceeding one plantation acre, in some convenient part of the diocese to be approved of by the chief governor," &c., for the building of a school?—Yes.

1334. Are you aware of any Acts subsequent to the Acts that have just been quoted, altering considerably the proportion of expense for the foundation and support of those schools?—No, I am not aware of any.

1335. Are you aware of an Act of the 29th Geo. 2, by which the Grand Juries were called on to bear their proportion of the expense?—Yes.

1336. Are you aware of another Act in the reign of George 2, by which, in consequence of the difficulty experienced in determining the proportion which the Grand Jury and Clergy should respectively contribute towards the building of the School, the whole was thrown upon the Grand Jury?—I am not aware of any Act which charged any other body with the expense of building the school-houses; it was only with reference to the salary that the diocesan and the clergy were charged, not as to the building.

1337. Then no Act having been passed determining the proportion which the Grand Jury should contribute till the reign of George 2, how did it come to

W. C. Quin, Esq.
24 July 1835.

pass that in that interval diocesan schools were established in different parts of Ireland: who bore the expenses of their building?—I think the Act of Elizabeth made the grand juries chargeable with the expense of those buildings.

1338. On whom was imposed the building of schools, down to the reign of William?—I am not prepared to answer that.

1339. Do you not think it probable, from the circumstance of an Act of Parliament being required for the purpose of compelling the grand juries to build the school, that anterior to that period either the Government or the bishop of the diocese, and not the Grand Juries, were the persons required to build it? I think that Act of William was to explain an Act which charged grand juries previously with the expense of those buildings.

1340. Supposing that to be a correct interpretation of the Act of William, does it not yet appear that in the interval between the reigns of Elizabeth and of William, the charge of building was principally or solely thrown, in fact, upon the church: and is not that in analogy with the practice which had been adopted in Scotland at an early period, and in other parts of Europe, with regard to this same description of schools?—I cannot answer that.

1341. Your interpretation, then, of these Acts of Parliament leads you to suppose that the clergy, that is to say, the archbishop and the beneficed clergy of the diocese, were liable only to a contribution for the salary of the schoolmaster, and that the grand juries were obliged to defray all the expenses necessary for the building and maintaining of the schools?—They explain the Act of Elizabeth upon that point. I think the Act of Elizabeth also provided it.

1342. Were these Acts of Parliament effective?—No.

1343. What number of schools were established in consequence?—I am not certain as to the number that have been properly established up to this day.

1344. Taking the earliest detailed report we have upon the subject, that of 1788, what number were established in 1788?—I cannot say; those reports were never in my possession as secretary to the Commissioners.

1345. It appears that there were in 1788 twenty of those dioceses which contributed to the payment of diocesan schoolmasters respectively, and it is to be presumed therefore that there were 20 schools; have you any information how many of these schools were built with the assistance of the Grand Juries?—At that period I have not.

1346. In referring to a later period, can you give instances of the co-operation of grand juries in building those schools?—I can mention that the school-house in Downpatrick, being the district school-house for the dioceses of Down and Dromore, was built by presentment of the grand jury of the county of Down; also the school-house at Ballymena, for the dioceses of Armagh and Connor, by presentment of the grand jury of the county of Antrim; and I believe the school-house at Monaghan, by presentment of the grand jury of the county of Monaghan.

1347. Did they contribute the whole or a portion only of the expense?—They contributed the whole, except in the case of the school at Monaghan.

1348. Were any conditions made by the Grand Juries when they made those contributions?—None.

1349. There was an Act passed in the year 1813, for the regulation of the Diocesan schools and Royal schools; do you know out of what circumstances that Act arose? Was it in consequence of any report to the Government of the inefficient state in which education in those schools was conducted at the time?—Yes, it arose out of a report of the Commissioners of Education, in the year 1812.

1350. There were Commissioners of Education in being before that year?—Yes; I fancy a special commission.

1351. And the result was the passing of the Act of 53 Geo. 3, c. 107, by which a Board was constituted?—Yes.

1352. Of how many members was it composed?—Originally there were three archbishops and a bishop for each province, certain of the judges and others; and under a subsequent Act the Lord Lieutenant had the power of adding to the number.

1353. Most

1353. Most of them were official persons?—Yes.

1354. Were any of the Commissioners paid?—None.

1355. Has it been generally found easy to procure the attendance of the Commissioners?—No, very difficult at times.

1356. Have you ever found the business obstructed for several months together by the difficulty of obtaining the attendance of Commissioners?—I cannot say for several months together, but there have been frequent interruptions to the business, owing to the non-attendance of a Commissioner in right of office, one at least being necessary to form a Board.

1357. Did the Lord Lieutenant exercise the power which the Act gave him of adding to the Commissioners, for the purpose of correcting the evil?—He did not keep the number full: at times, when his attention was particularly called to the vacancies, they were filled up, but till very lately the number was not full.

1358. Upon the whole, did you find that the Commission was as efficient as it is desirable that it should be?—Certainly not: though a certain number of the Commissioners attended, yet for want of a Commissioner in right of office, frequently no business could be done at those meetings.

1359. Do you conceive that the duties imposed upon those Commissioners could with advantage be transferred to the Commissioners of the present Board of National Education, and both Boards consolidated?—The system of education under one is so different from the system under the other, that I am not prepared to say that they could be transferred with advantage.

1360. Could not the same individuals easily direct their attention to two different courses of education, one higher and another lower, but guided by the same general principles?—I have no reason to suppose that they could not.

1361. Do you think it desirable that there should exist in Ireland two separate bodies, having a control over the educational establishments of the country, especially when one of these bodies, in consequence of the difficulty of procuring the attendance of the Commissioners, has been found to be very inefficient?—Although it has occurred at times that a Board could not be formed, yet from the attendance of the Commissioners being more punctual at other times, the arrears have been disposed of.

1362. Do you think, with a view to correct these evils, it would be more desirable to alter the constitution of the Board, or to consolidate it with the Board of National Education?—I certainly do.

1363. This Board was appointed in consequence of the inefficiency of the diocesan schools; can you point out to the Committee any circumstances which go to prove this inefficiency and the propriety of having appointed this Board?—I am not aware that this Board was appointed in consequence of the inefficiency of the diocesan schools. I believe this Board was appointed altogether for the superintendence of endowed schools, whether public or private.

1364. Do not you collect from the report of the Commissioners, that up to that period few diocesan schools had been established; that the masters were paid very small salaries, and that the schools in general were in a state of comparative neglect?—Yes.

1365. Can you furnish the Committee with any data from which those conclusions were drawn?—The only data I can refer to are to be collected from the reports from 1809 to 1812, previously to the establishment of the present Board.

1366. In the early reports upon the diocesan schools, it is stated that out of 34 dioceses there were not more than 20 diocesan schoolmasters, and that these schoolmasters, who were examined before the Commissioners of that day, did not receive a larger sum than 20*l.* 12*s.* yearly at the lowest, and 40*l.* yearly at the highest; a sum which is well known to have been inadequate to the purposes of instruction, particularly in a class of schools like that of the diocesan: to whom would you attribute this neglect?—I think it was owing to the laws as they existed at that time. The Lord Lieutenant has been since empowered to fix the salaries of those masters with which the diocesans and the clergy are charged.

1367. Was not the bishop obliged, together with the clergy, to pay the salary of those schoolmasters; and how came it to pass that they gave so small a payment to those schoolmasters as 20*l.* to the lowest, and 40*l.* to the highest?—I cannot answer that question.

W. C. Quin, Esq.

24 July 1835.

1368. What were the improvements introduced in consequence of the Act of Parliament passed in 1813?—There was a consolidation of the schools in some cases, making them district schools; and there was a power given to the Lord Lieutenant of fixing the salaries payable to the masters. For instance, the schools for the diocese of Down and Dromore were consolidated into a district school, which is held at Downpatrick.

1369. What do you mean by the word "consolidated?"—I think the word is made use of in the Act of Parliament.

1370. Which were the schools consolidated upon that occasion?—Armagh and Connor, Down and Dromore, Meath and Ardagh, Kilmore, Raphoe and Clogher, Dublin and Glendalough, Ossory and Loughlin, Cashel and Emly, Ardfert and Aghadoe, Limerick, Killaloe and Kilfenora, Cork, Cloyne and Ross, Waterford and Lismore.

1371. Where several dioceses were consolidated, one school was made to answer for the two dioceses?—Yes; I am not certain whether, the bishop of Killalla being bishop also of Achonry, there was a consolidation in that and similar instances; but the warrants of the Lord Lieutenant are in existence.

1372. Was not the result of this to exempt the clergy of the several dioceses from supporting separate schoolmasters and separate schools, to which they were obliged by the Act of Elizabeth and by subsequent Acts?—Yes; but the consolidation did not relieve the clergy or the bishop in any manner from the contribution.

1373. Did it not relieve them from the support of two masters instead of one?—Yes; but the charge upon them under the appointment of the Lord Lieutenant I apprehend was heavier than it had been previously.

1374. But inasmuch as previously the charges were much lighter than they ought to have been or than was contemplated by the Act of Parliament, would it not have been a juster arrangement, according to the strict letter of the Act, that they should pay a proper salary to a teacher in each of those dioceses, and that the Lord Lieutenant should have declared what that salary should be, instead of exempting them from the payment of one teacher, and allowing the sums appropriated to the several teachers to be applied to one teacher instead of two?—The Legislature thought differently at that time.

1375. Have you found that the powers vested in the Commissioners by the Act of the 53d of Geo. 3, have been sufficient for the due control of the schoolmasters under the inspection of the Commissioners?—I am not aware of any resistance having been made to the authority of the Board.

1376. Do you conceive that under that Act you are at liberty to remove a schoolmaster for non-compliance with the regulations, if your Board shall deem it expedient?—I do, for any misconduct; and I should consider disobedience to the orders of the Board, when those orders were issued under sufficient authority, would be misconduct in the master.

1377. Has it not happened in the case of the Limerick school that the power of removal for non-compliance with your regulations has been denied by the schoolmaster?—I am not aware of it.

1378. Have you under that Act any power of appointing or paying local inspectors, whose duty it should be personally to visit the schools?—None, excepting the power given to the Board of appointing visitors. They may appoint for the purpose of visitation persons living on the spot, or they may appoint other persons.

1379. How is that visitation carried on; is it not generally known that the master comes up to town, instead of the visitors going down to the school?—I have known a visitation take place upon the spot, and I have known a visitation take place in the board-room.

1380. Which are the most numerous?—In my time there were very few visitations indeed; I think I could enumerate them. The visitation that I allude to is directed by Act of Parliament, the 53d of Geo. 3. If any complaints were made to the Board, and it was thought that sufficient grounds had been laid for a visitation, the Act of Parliament points out the mode of proceeding under that visitation.

1381. Is it left to the discretion of the Board to decide whether there be good ground for the visitation?—It is.

1382. You

1382. You have stated that there has been no resistance on the part of the masters; you mean of course no open resistance?—I am not aware of any resistance.

1383. Has there been no passive resistance by want of compliance with the general tenor of their duty?—I am not aware of any.

1384. Will you describe the visitations which took place while you were secretary to the Board, and their object and consequences?—I should correct the expression that very few visitations took place while I was secretary: I apprehend that not one visitation took place; there was a visitation resolved upon, which did not take place, owing to the non-attendance of a Commissioner in right of office.

1385. What do you mean by a visitation?—For instance, if it were represented to the Board that a master refused to take free scholars, the Board would inquire into the grounds of the accusation, and remove the master if they thought proper.

1386. Are you aware of any such complaint having ever been made?—I am aware of a complaint of that kind having been made, and that the Board immediately required the master to give publicity in the town that he was bound to accept such free scholars.

1387. Are you not aware that for several years repeated remonstrances have been made by the grand jury to the Board, in consequence of the refusal of the diocesan schoolmaster in the district school of Limerick to take free scholars?—No; the communications of the grand jury were all with reference to the establishment of the school upon what was considered a proper footing.

1388. Are you not aware that the schoolmaster in that particular instance denied altogether the right of the Board to impose upon him the necessity of taking a certain number of free scholars?—I heard that that passed before the grand jury.

1389. Were there not communications to the effect that the master maintained that he was appointed by the Lord Lieutenant, subject to no such conditions, and that having been so appointed he did not consider that the Commissioners of Education had a right to impose these conditions?—I recollect now that that was reported in a letter from General Burke, I believe, to the Board; and the Board in their answer distinctly stated that the master would be bound to take free scholars, and that, whenever the school was established upon the footing that both parties were then desirous that it should, the master would be bound to take such free scholars; and even the Board acceded as far as it was possible to the wishes of the grand jury upon that point.

1390. Are you aware that this complaint against the masters for not taking free scholars, and preferring boarders, is an old complaint and to be found in the Reports of the Commissioners for Inquiry into Education?—I am not aware of it.

1391. You state that you are well acquainted with the number and the nature of the visitations that have taken place; will you state to the Committee your information upon that subject?—There was a visitation resolved upon on the school at Cavan, during my secretaryship. The master and his assistant were summoned to attend in Dublin before the Board. Some of the Commissioners attended, but in consequence of the absence of a Commissioner in right of office the visitation could not be held. Before the subject again came specially under the consideration of the Board the master resigned, and another master was appointed in his stead by the Lord Lieutenant.

1392. Had you any funds at your command to enable you to pay the expenses involved in the task of personally inspecting the schools?—None for the diocesan schools.

1393. And the consequence of that has been that practically there has been no such inspection, except where you considered yourself bound to travel across with the penal powers given you by the Act of Parliament?—Yes.

1394. Have the Board the power of paying the expenses of a visitation out of the fund?—I think the Board have the power of charging the funds of the royal schools with the expenses of a visitation.

1395. But not the Diocesan schools?—They could not charge the funds of the royal schools with the expenses of the inspection of the diocesan schools, but such expenses would be chargeable against the consolidated fund.

W. C. Quin, Esq.

24 July 1835.

1396. Do they administer the funds of the Royal schools?—They do. I have just recollected that there was a visitation in my time.

1397. What number of Diocesan schools were constituted in consequence of that Act of Parliament?—I think 18.

1398. What were the several schools placed under the Board of Commissioners by the Act of Parliament?—The diocesan schools and schools of royal foundation, and schools of private foundation, with certain exceptions mentioned in the 53d of George 3. The exceptions are, Erasmus Smith's schools, the charter schools, and the parish schools established under the Act of the 28th of Henry 8, and any establishment for the purposes of education under the control of visitors appointed by Act of Parliament or charter.

1399. What were the funds annexed to the several Diocesan schools?—The only fund is the fund that arises from the contribution of the diocesan and the clergy, in the way of salary to the master.

1400. Do all the dioceses of Ireland actually contribute to these schools at present?—No; because masters have not been appointed by the Lord Lieutenant to all the schools.

1401. Where they are not appointed by the Lord Lieutenant, by whom are they paid?—Where there has been no appointment, there has been no one to receive the salary. There are three exceptions: in the diocese of Armagh the appointment is in the primate; in the diocese of Meath it is in the bishop; and in the diocese of Kildare I think it is in the bishop.

1402. Are these masters paid by the contributions of the clergy?—Yes.

1403. Is there any diocese in which the clergy and the bishop do not pay any contribution?—Yes, where there is no master.

1404. In how many dioceses is that the case?—Cashel and Emly, Ardfert and Aghadoe, Waterford and Lismore, Killalla and Achonry, Clonfert and Kilmacduagh. I apprehend that there are no masters appointed to those schools.

1405. What is the reason that there have been no masters appointed to those schools?—It altogether rests with the Government. The Commissioners of Education have from time to time called the Lord Lieutenant's attention to the fact, requesting that these appointments might be made; and though there were not school-houses to receive the scholars, that the masters should be required to keep school in their private houses.

1406. Can you specify to the Committee the dates of these several representations to the Lord Lieutenant?—I cannot recollect the dates; but representations were made to Lord Wellesley, Lord Anglesea, and I think to the Duke of Northumberland.

1407. These several schools are constituted on the same principle; are they of the same extent in general, or are some large and others small?—The attendance of scholars at some is greater than at others.

1408. Does that arise from the size of the building, or the extent of the diocese, or from what other circumstance?—I could not state the circumstances.

1409. What is the sum usually paid to the masters?—The highest salary is 200 *l.* a year of the late currency, and the lowest salary is 40 *l.* of the late currency; so appointed by the Lord Lieutenant.

1410. Which schoolmaster receives the highest?—For Cork, Cloyne and Ross.

1411. And the lowest?—For Clonfert and Kilmacduagh; but in the latter case there is no master, and therefore there is no salary received.

1412. Are the number of free scholars which the master is to receive specified by any regulation of the Board of Commissioners, or of the Lord Lieutenant?—No.

1413. When you were Secretary to the Board, were there any schools without any free scholars?—There were, as appears by the return before me.

1414. How many?—This return is dated the 18th of July 1831. At the school of Armagh and Connor there seem to have been no free scholars; at the school of Down and Dromore, none; at the school of Limerick, Killaloe and Kilfenora, none; at the school of Meath and Ardagh, none. I have stated that there are nominally 18 schools, but there are not masters to some of them; but under the Act there should be 18 schools.

1415. How many are there in actual operation?—Twelve; in which number I include the school of Limerick. I mention that because it may turn out

that there is not a school there at present; but I know that during the time I was secretary the master did return scholars.

1416. Out of those 12 schools there were several in your time which had not free scholars whatever; was any representation made on the part of the Commissioners to the several masters of these schools?—There was; there was a circular during my time sent to each master, pointing out that under the laws he was bound to accept free scholars, if any offered.

1417. Did that circular induce the masters to whom it was addressed to take free scholars?—I have no reason to suppose that they ever objected to accept free scholars after the receipt of that circular.

1418. In the next report which they made to the Board, was the same circumstance observable; did these several schools still continue without free scholars?—I do not recollect that there was any comparison made between the returns.

1419. Then practically the Board did not enforce its own Circular?—Before the Board could take any steps it would be necessary to show that the masters refused to take free scholars.

1420. Did any investigation take place in your time relative to the causes which produced the absence of free scholars in these several schools?—No.

1421. Do you suppose that the inhabitants of the towns in which those schools are situated would not willingly avail themselves of the opportunity of having their children educated free, provided the school was open to them?—I cannot form any opinion upon that, but I have always understood that there was a reluctance shown on the part of parents to send their children as "free scholars."

1422. Did you ever understand that the masters under those circumstances have been in the habit of treating in a very different manner those who came to them as boarders paying, and those who were forced upon them by the conditions of the Act as free scholars?—I never heard a complaint of the kind.

1423. Do not you suppose that there must have been some general impression of that kind, to prevent the inhabitants of the town availing themselves of the advantage intended to be afforded by the Act?—I never even heard that there was an impression of the kind abroad.

1424. What was the usual average of payment, on the part of boarders and day scholars, in those several schools?—I think for boarders from 30 to 40 guineas a year in the diocesan schools. I do not recollect the charge for day scholars.

1425. Is that the average of payment in most of the schools in Ireland?—The payments were higher at one time; for instance, I know at the Royal school at Armagh the terms have been reduced.

1426. Did you find in many of those schools that the day scholars were very numerous?—No.

1427. What was the smallest number of scholars returned to you in any of the Diocesan schools?—The smallest number by this return appears to have been six.

1428. Were there many whose returns did not exceed 10 altogether?—No; they all exceeded 10, except the one I mentioned of Down and Dromore.

1429. What was the return from Limerick in 1831?—In July 1831 the number of scholars was eleven.

1430. What was the general accommodation in those schools; were they sufficiently large in general to receive a considerable number of scholars?—Not large enough to receive a considerable number; and with reference to the school I have last mentioned, there was no public accommodation for scholars; the master was not provided with a school-house.

1431. Was a school-house rented?—At his own expense.

1432. Were there many cases of a similar kind?—I find five that have returned scholars, that were not provided with school-houses.

1433. Had the other seven schools, buildings erected for their particular use on ground given for the use of the school?—Yes: when I say that there are five without school-houses, I ought to add to the number the six schools that have not masters at present.

1434. Then of the 12 which have masters, there are four that have no free scholars; so that in point of fact there are only eight schools which have free

W. C. Quin, Esq.

24 July 1835.

scholars, those schools being established under an Act for the erection of Free schools?—Exactly so.

1435. Are you aware by whom were erected the buildings, and by whom were given the lands to the schools?—Not without reference to documents.

1436. You have stated that there is no school-house at Limerick; are you aware that some 10 or 15 years ago the Grand Jury of the county and the city of Limerick presented, the one a sum of 1,400 *l.* and the other a sum of 400 *l.* for erecting a school-house?—I am aware that the grand jury of the county of Limerick presented, 14 or 15 years ago, a sum to be levied by instalments, and I know that the sum was completed in 1823.

1437. Did it not begin in 1819?—I believe so.

1438. That fund has been lying ever since in the hands of the county treasurer, yielding no interest?—It has.

1439. And the money that was presented by the city of Limerick Grand Jury, such of it at least as was realized, was applied to the purchase of land for the site of the school-house?—Yes.

1440. No school-house has been built?—No.

1441. The county of Clare is united with the diocese of Limerick for the establishment of a Diocesan school?—Yes.

1442. Did the county of Clare upon that occasion make any contribution?—No, as it was not bound to do so by law.

1443. Was it not as much bound to do so as the county of Limerick?—No; because the county in which the school-house was to be built, was the county liable to the charge of the building. I fancy that a Presentment upon the county of Clare, for the school of Limerick, would have been an illegal Presentment.

1444. Is not the Presentment for the building of a school-house a voluntary act on the part of the Grand Jury?—I fancy that every Presentment must be supported by some authority.

1445. As the law stands at present, is the Grand Jury bound, unless it shall see fit, to present for the erection of a school-house?—It is not imperative on the grand jury to do so.

1446. Are you able to state to the Committee the causes which have led to the failure of the building of the school-house?—I would beg to refer the Committee to the correspondence that has been alluded to already, between the Grand Jury, Committees of the Grand Jury, and the Commissioners of Education. That correspondence will fully show what from time to time has prevented the erection of the school-house.

1447. The Grand Jury of the county of Limerick refused to allow the County treasurer to pay over the money to your Board with a view to the erection of a school-house, upon the ground that the schoolmaster would not engage, nor the Board engage for him, that a certain number of free scholars should be educated in the school: was not that the object of the negotiation?—That would require to be explained. The grand jury, in the first instance, during my secretaryship, objected to the payment of this money until a site were procured for the school and the building commenced. When the site was procured, the Board represented to the grand jury that they could not enter into a contract for the building without a sufficient assurance that the money would be forthcoming to the contractors whenever they were called upon to pay them. Then the grand jury objected to advance the money on other grounds, viz., with reference to regulations for the reception of free scholars. The Board told the grand jury in answer that they would require the master to receive free scholars, but that they were not empowered by law to secure to the grand jury a right to appoint a certain number of free scholars, which they wished to have.

1448. Are you not aware that when the Grand Jury gave up the nomination of the scholars, the schoolmaster refused to acknowledge himself bound to take a certain number of free scholars?—I am almost certain that during my secretaryship the grand jury never gave up their right to nominate a certain number of free scholars.

1449. In the course of that correspondence, were not repeated complaints made by the persons authorized to communicate on the part of the Grand Jury, of

of the inadequacy of the Act of Parliament to facilitate or enforce any arrangement between the Commissioners and the persons locally interested?—Certainly not.

1450. And in consequence of the difficulties which arose from the imperfections of the Act, it appears that a very large sum of money has been lying utterly unprofitable to the public for a certain number of years?—I am not aware that it was altogether owing to the imperfection of the Act that that sum of money was allowed to lie in the hands of the treasurer.

1451. Do you think that any Act, which shall allow a body such as the Grand Jury, to reserve a sum which has been levied off the public, for 15 years to lie unprofitable, can be such as can be said to require no amendment?—Certainly not: and the Board applied to the Government for an amendment of the law, to compel the grand jury to appropriate the money to the purposes for which it was presented.

1452. And the Grand Jury were of opinion that there ought to have been an amendment of the law, to compel the schoolmaster to take free scholars, subject to such regulations as the parties representing those that paid the assessment thought desirable?—That was the view of the grand jury. General Burke, who was then in correspondence with the Commissioners of Education, finding that there was no law to enable the grand jury to nominate free scholars and to compel the master to receive them, undertook, with the assistance of Mr. Spring Rice, to procure the necessary amendment; and the next communication received by the Commissioners was, I think, from Sir Aubrey De Vere, stating that an application had been made to Government, and that the answer was that the parties interested must apply to the Legislature for relief.

1453. You have stated that some of the school-houses belonging to the Diocesan schools have been built by the Grand Juries: what was the accommodation afforded by those schools; was it extensive?—The sum being limited, the accommodation must necessarily be very limited for boarders.

1454. Were they built by contract?—They were built by contract, under the superintendence of the Board of Commissioners.

1455. Did they depute any person to watch over the building?—Yes.

1456. Were they considered to be cheaply erected, or the reverse?—They were very few, and I understood the houses were well built for the money expended on them. In the case of the school-house for Down and Dromore there was a complaint, and the Board inquired into it, and found there was not sufficient cause to complain.

1457. Is ground attached to those schools of any considerable extent?—I think the greatest quantity is an acre, and in some cases less.

1458. Are they generally situated in the town?—Yes.

1459. The buildings in general have in view the accommodation of boarders?—Yes.

1460. Do you think it is a legitimate object for assessment upon the public, to provide accommodation for boarders in a school such as these Diocesan schools, which are frequented solely by the wealthier classes?—Only in this respect, that where the master is enabled to take boarders, he is in a situation that will enable him to pay assistants whose attention would also be paid to the school, and in case of his illness or necessary absence there would be always a person to supply his place; whereas if the schools were limited to the reception of day scholars, such an advantage would not arise.

1461. Do you not think that the intention of the Legislature in giving a power to Grand Juries to raise money by assessment from the occupying tenants of the country, was solely given in consideration of these schools being destined for the general benefit of the community, embracing the poorer classes as well as the higher, through the medium of free instruction?—I should think so.

1462. Is there a great disparity in the sizes and accommodation of the Diocesan schools?—There is in some cases: for instance, in Derry there is a very large diocesan school, and in Armagh and Connor there were only 900 *l.* expended on the house.

1463. What should you say was about the average number of scholars taught in the Diocesan schools in your time?—I could not say without reference to the returns.

1464. Are you acquainted with the course of education pursued in these

 schools?—

W. C. Quin, Esq.

24 July 1835.

schools?—Generally speaking, I am, from those returns. It appears to have been the course usually adopted for entrance into the Dublin College.

1465. Is there any qualification necessary for entrance into these schools?—None that I am aware of.

1466. No literary qualification?—None that I am aware of.

1467. Is there any religious qualification requisite?—None that I am aware of.

1468. Is it open to all persuasions alike?—So far as I am aware of.

1469. Are you aware of any indisposition on the part of the Roman-catholics where those schools exist to enter them?—No, I am not, from any particular circumstances.

1470. Is the candidate for the situation of master required to pass any examination previous to his being appointed?—I never heard that there was; the appointments are chiefly in the Lord Lieutenant.

1471. Does he promote from one school to another?—I do not recollect any instance of the kind.

1472. Are any of these schools held in conjunction with ecclesiastical livings?—There are some.

1473. Are such schools situated in the vicinity of the living held by the schoolmaster?—I cannot say with certainty.

1474. Are the masters generally clergymen of the Established Church?—Altogether.

1475. Did you ever hear of a Roman-catholic being appointed to a Diocesan school?—No.

1476. Are you aware of anything, either in the laws of the country or the regulations of the Board, to preclude a Roman-catholic from being appointed?—I am not aware of anything.

1477. Have you ever heard of any candidates among the Roman-catholics for such situations?—Never.

1478. Do you not think that the circumstance of these schools being habitually superintended by Protestant clergymen would give an impression to the public that they were strictly Protestant establishments?—I think it is very likely.

1479. Would it not be judicious occasionally to intermix Catholic schoolmasters with Protestant, for the purpose of evincing to the country at large that they were open to all persuasions?—That is a subject I am not competent to give an opinion upon.

1480. Do not the clergy of the Established Church think that, inasmuch as the funds are contributed by them, it does to a great extent partake of the nature of a Protestant foundation?—I have always understood that these schools have been looked upon in that point of view.

1481. It so happens then, that though there is no decided objection to the admission of Catholics into those schools, yet that from the circumstance of Protestant clergymen being the masters, the impression upon the public at large is that they are exclusive establishments?—I cannot say as to the impression on the public, but I think it would be natural to suppose that there was such an impression abroad.

1482. In order to make them more efficient, would you recommend any alteration in the particular just referred to?—As long as I look upon them as connected with the religious establishment of the country, I think a Protestant clergyman is a very proper master over such a school; I look upon it that these diocesan schools are part of the establishment.

1483. Do you think it fair towards the Catholic community to call upon them to pay for the building of school-houses in which education is afforded under auspices which may or may not be favourable to their views of religion, and which may in fact be of an exclusive character?—As I am aware that the Commissioners of Education have stated, in their correspondence with the Committee of the Grand Jury, that the religious tenets of Catholics attending these schools should not be interfered with, I see no hardship in charging the County at large with the support of these schools.

1484. You stated that the course of instruction is in a great degree a preparation for entrance into Trinity College: are you aware of any of the divisions of this course of instruction; what portion of science and what portion of classical literature is taught?—No.

1485. Have

1485. Have reports been presented to the Commissioners upon these points, by the Masters?—Returns of the books used have been made to the Commissioners.

1486. Have any returns been made of the progress of the pupils; are the names reported of such as obtain premiums or rewards for their advancement in education?—No.

1487. Do you consider that the control given to the Board under the Act of Parliament extends to the nature and methods of instruction; that they have the power of prescribing a particular course, and that upon non-compliance with such regulations, they would be authorized in removing the master?—I should think, as the Act of William declared that these shall be classical schools, it might be a legal question whether, if the Board directed a certain course of education not classical to be adopted in them, they would have the power of enforcing that course.

1488. If the course of education were very much enlarged in the branches of science, you think it might be possible that masters might object to this improvement, and that the Board would not have the means of enforcing it?—I think it possible; but I never heard a question raised upon the point.

1489. In point of fact, the Board never interfered with the course of instruction pursued in these schools?—Never during my secretaryship, to the best of my recollection.

1490. Did the several schools pursue the same course of instruction?—Generally speaking, they seemed to do so; but I believe in the school at Derry the books used were of a more extensive nature than in others.

1491. Did the character and the number of the books come under your cognizance as Secretary?—No.

1492. Did the Commissioners of Education send forth any particular works for the use of these schools?—No, they had no funds applicable to the purpose.

1493. You mentioned that there was a second class of schools under the jurisdiction of the Board of Commissioners, called the Royal schools; what is the origin and constitution of the Royal schools?—They were established under charters of Charles 1.

1494. How many are there?—There are seven.

1495. Where do they lie?—There are the Royal schools of Armagh, Banagher, Carysfort, Cavan, Dungannon, Inniskillen and Raphoe.

1496. How are they endowed?—With land.

1497. To what extent?—In the case of the Armagh school, the rental in November last was 1,413*l.* 18*s.*; Banagher, 259*l.* 5*s.* 5*d.*; Carysfort, 153*l.* 1*s.* 7*d.*; Cavan, 569*l.* 4*s.*; Dungannon, 1,491*l.* 9*s.*; Inniskillen, 2,119*l.* 0*s.* 5*d.*; and Raphoe, 461*l.* 10*s.* 9*d.*

1498. Are those lands leased in general to one person, or to occupying tenants?—With one exception they are leased to occupying tenants directly, and that exception is Raphoe.

1499. Not upon fines?—No.

1500. Are you aware of fines being taken in any case recently?—Certainly not; the Act of Parliament prevented it.

1501. Are there leases?—They are merely contracts from year to year in all cases excepting in the case of Raphoe, and in that case perhaps I might mention the reason the lease was granted to the master. The Board for some time endeavoured to manage the tenants through the medium of an agent, and they found it impossible; and the master residing near to the lands, and being a gentleman of the country, they entered into an agreement with him to pay what I really believe, from the arrears stated to be due to him, is the real value of the lands. I had reason to suppose just before I left office, from a conversation with the master, that he would at some early period propose to surrender the lease; and I had reason to think that the Board would accept the surrender, and endeavour to do what they could with the lands under the management of a local agent.

1502. Is there much diversity in the description of land belonging to the schools?—I do not think there is very great difference in the arable land. The Armagh lands are the best lands.

1503. In your return respecting the Royal schools in the year 1831, the amounts stated as salary and emoluments attached to the school are very different from those you have now read?—That can be accounted for, inasmuch as

W. C. Quin, Esq.

24 July 1835.

the lease of the Armagh school land, which expired November 1831, was a lease made before the constitution of the Board of Commissioners, and made in trust for the then master of the school, reserving a rent less than the present.

1504. With respect to the school of Dungannon, it appears by the return of 1831 that the salary and emoluments attached to the school were 369 *l.*, and there was also 92 *l.* per annum paid to an assistant, with a large house and nine acres of ground; and in your present return you give the yearly rent of the school of Dungannon at 1,491 *l.* 0 *s.* 9 *d.*?—Yes; but the one is the amount of the endowment, and the other is the amount of the salaries paid to the masters.

1505. What becomes of the balance?—The balance is vested in the Commissioners, to be applied in such manner as they think proper for the benefit of the school; and with reference to the surplus, they applied in my time 400 *l.* a year to the endowment of exhibitions in Trinity College.

1506. Are they limited in their applications of money specifically to the school to which the estate is annexed?—Yes, in respect of exhibitions.

1507. They cannot apply the surplus of one school to the purposes of another?—No; and I answer that from an opinion of the late Attorney-general, which was taken when the Board were anxious to have applied the funds, so that there should be an appropriation for the endowment of exhibitions, which the scholars of each school could avail themselves of. It is, however, in the power of the Board to apply the surplus of one school to the actual maintenance of another, although it was considered that they could not apply it to the endowment of exhibitions for another school.

1508. Take the case of the school of Inniskillen, which appears to have a yearly rental of 2,119 *l.*, and a stock in the Bank of 3,014 *l.*; will you explain to the Committee how these sums are respectively appropriated, and the number of scholars receiving instruction in that school?—In the case of the Inniskillen school, the head-master receives 500 *l.* a year, his first assistant 250 *l.*, and his second assistant 100 *l.* a year.

1509. How is the balance expended?—During the whole of my secretaryship that was the only school that had a surplus, and from time to time the surplus funds of that school were appropriated to the maintenance of some of the other Royal schools.

1510. What number of scholars were taught in that school?—I cannot recollect; I think by the last return between 25 and 30, including both day scholars and boarders. I think I can say with certainty they did not exceed 40.

1511. So that a fund of about 2,000 *l.* a year, with a large surplus balance, is rendered available to the education of not more than 40 boys?—If exclusively applied to the purposes of that school, that would be the case; but it was not exclusively so applied.

1512. Of that number a very small proportion are free scholars?—Yes.

1513. Was not free instruction originally contemplated as a consequence of this endowment?—I should think so; but the question has been disputed, I understand, so far as concerns the Royal schools.

1514. Have the masters disputed it, or has it arisen from the interpretation which the Commissioners have given to the Act of Parliament?—I never heard that the present masters disputed it, or that the question was raised at the Board; on the contrary, from conversation, I think the Commissioners always looked upon them as free schools, and that the master would be bound to take as a free scholar any boy that presented himself as a day scholar.

1515. If that was the impression of the Board, do you not think the question could be settled by the Lord Lieutenant appointing masters with the condition of receiving free scholars?—I should think, if the Lord Lieutenant appointed a master under such conditions, there would be no resistance whatever, nor did I ever hear that there was resistance.

1516. Is it the general impression of the masters that the surplus, after the support of the school, should be applied to supporting exhibitions?—That must be the impression, I think.

1517. Are you not of opinion that an endowment of 2,000 *l.* a year, under proper arrangements, might be made instrumental in the education of 400 or 500 boys?—I think it might; but I should think that would occasion a change in the whole plan under which these schools have been established.

1518. Did it ever occur to the Commissioners that a fund of that kind ought to be made instrumental to the education of more than 40 boys?—I should think

think so; and it has been always the feeling of the Board that the endowment of scholarships and exhibitions for these schools would be a very desirable object, and would tend to increase the number of boys.

1519. Is not practically the effect of giving exhibitions to these schools, the erection of a monopoly in favour of particular parties who may be admitted into these schools, rather than a general encouragement to literary emulation in the districts at large in which they are established?—I should think not; I should think the idea of a party, in any regulations of these schools, never entered into the minds of those who superintend the management of them. I know that the Commissioners have taken the subject into consideration, and have made regulations under the guidance of the Act of Parliament as to the mode of appointing exhibitioners, which in my opinion will have the effect of giving to the public at large great advantages in respect of these establishments.

1520. Have those exhibitions been applicable to any scholars except those that have been educated in the school of Inniskillen?—Yes, but the funds of Inniskillen school are not applicable to exhibitions for boys from other schools.

1521. In the returns of 1831 to Parliament, it appears that in the school of Cavan there were only six boarders, three day scholars paying, and no free scholars; and that there was a salary and emoluments attached to the school, to the amount of 267 *l.*, with an allowance of 92 *l.* for an assistant, and a large house and ten acres of land: to what circumstance do you attribute there not having been more than nine scholars at that period?—With respect to the school of Cavan at that period, I should think it might be attributed to the great age of the master.

1522. Have the Board any power of removing masters whom they consider superannuated and disqualified for teaching?—The Board considered that they had no power to do so, and they applied to Government for an amendment of the law in that respect.

1523. Are there many other schools similarly situated?—Not of the Royal schools.

1524. What is the state of the school-house at Inniskillen?—It must be in a very good state.

1525. Do you know what accommodation it affords?—I should think there is accommodation for 70 boarders.

1526. Any land attached to it?—I think there are eight or ten acres.

1527. What is the existing state of the school at Cavan: is the superannuated master there still?—No, his son has been appointed in his stead.

1528. Is it the practice generally to appoint the sons of schoolmasters?—No.

1529. Is it not often the case?—With reference to the Royal schools, I do not recollect any case but the case of the Cavan school.

1530. With reference to the Diocesan schools?—I am not aware of any case with reference to the Diocesan schools.

1531. What is the present amount of the funds belonging to the Cavan school?—£. 569. 4 *s.*

1532. How is it applied?—The head-master has 200 *l.* a year, and his first assistant 100 *l.*, and the surplus is under engagement for the repayment of a sum of money borrowed for the building of the school-house.

1533. Do you find that a master enjoying a certain fixed income of 500 *l.* a year, is, generally speaking, very anxious about obtaining pupils?—I cannot say that a master who has enjoyed 500 *l.* a year has not been anxious about the reception of pupils, but in my opinion a large salary would not have the effect of making the master very anxious on the subject.

1534. Is it not the fact with respect to the Royal schools and the Diocesan schools, that the masters are very often in possession of church preferment, as well as the emolument arising from their schools?—I am aware of the Master of the Armagh school having church preferment, but I am not aware of the Master of any other Royal school having church preferment. In respect of Diocesan schools, I am aware of some instances in which masters have church preferment; in the case of the master of Down and Dromore school, and in the case of the master of Limerick school.

1535. Do you think that the circumstance of the Master having church preferment may be the cause of there not having been in the school of Down and

W. C. Quin, Esq.

24 July 1835.

Dromore, according to the returns of 1831, more than three scholars, and those boarders probably the sons of the master?—In the case of Down and Dromore school, it was reported to the Board that the master was too much engaged in his clerical duties; the Board required of him to resign such as were considered to interfere with his duties as master, and he did so; but there is an Act of Parliament that exempts a clergyman being a master of a school from residence at his living.

1536. What is the Master's salary?—Ninety pounds a year.

1537. What is the state of the present building at Cavan?—It is good.

1538. When was it erected?—Since the constitution of the Board of Education.

1539. How was it paid for?—There was a fund in hand arising from the rents of the estate, and there was a large sum borrowed from the Government under the provisions of the Act of the 53d of Geo. 3, to be repaid by instalments.

1540. Have you ever heard that the Commissioners borrowed from the overplus rents of other schools for this purpose?—They took from the overplus rents of other schools, and repaid to Government a portion of the sum borrowed.

1541. Was it paid in any way by the schoolmaster, or was it paid singly by the Board?—There was a special agreement between Lord Hardwicke, then Lord Lieutenant, and the master of the Cavan school, before the Board of Education was constituted; and I apprehend that for some time after his appointment the rents arising from the estates were allowed to accumulate to his prejudice: so far as the receipt of salary, and so far only, did he contribute.

1542. In consequence of this diminution of the salary, are you aware that the Master made objections to the receiving of free scholars?—No, I am not aware of that.

1543. It is stated in a report, a copy of which is before the Commissioners, that a great part of the building of the Cavan school is in as bad a state as it can be in?—In material points I understand the school-house is in very excellent order; but just as I came into office the state of the house was particularly brought under the consideration of the Commissioners, and it was found that part of the building and some of the wood-work had been very improperly executed. The Board, in the roofing and preservation of the exterior, laid out a considerable sum of money; but as there was not a large school, they did not think proper to fit up the interior of the house in a manner that would be desirable if the school were more flourishing.

1544. Might not the state of the school buildings deter pupils to a great degree from coming to the school, particularly boarders?—I apprehend not; there was sufficient accommodation for boarders.

1545. Were any representations made to the Board, asking for an inquiry into this matter?—There were; and the Board, if they had had the power, would have made the late master responsible in a great measure for the state of the building.

1546. Under whose inspection was the building erected?—I am not certain, as it was erected before my time; but I should think under the inspection of a superintending architect.

1547. Had he entered into security for the execution of the work?—No; but I apprehend the contractor did, knowing that such was the invariable regulation of the Board during my time.

1548. Have they attempted to recover from this architect in any way?—No, they could not; the contract having been executed the sureties were discharged, and the imperfections appeared some years after the building was completed.

1549. Has the Board no architect of its own?—Not one architect in particular; the Board have generally availed themselves of the provincial architects under the late Board of First Fruits.

1550. Is there any land immediately attached to the school?—There are 10 acres, I believe.

1551. Did this land belong to the school originally?—Not originally; it was taken in exchange for part of the original school lands.

1552. In managing the lands under the Board, do they employ local agents, or have they a counsel or solicitor for the purpose of going to each?—They employ

147

W. C. Quin, Esq.

24 July 1835.

employ local agents, and they have a solicitor belonging to the Board, but not on salary.

1553. They charge upon the fund arising from these Royal schools whatever expenses they incur in the administration of those schools?—Yes, when there was any surplus fund; in some cases the charge fell upon the consolidated fund, but for the last four or five years all those charges have been defrayed out of the funds of the schools.

1554. What is the nature of the expenses so charged?—The management of the estates; for instance, if tenants oppose the payment of rent, the Board would be obliged to take legal proceedings to compel them to pay.

1555. How much is charged for collection?—One shilling in the pound is the usual agent's fee.

1556. Is there any allowance to architects?—No standing allowance to architects; the superintending architect of a new building was allowed 1 *s.* in the pound upon the expenditure.

1557. What other items form the expenditure?—The keeping up of the houses and salaries of the masters, in some instances the salaries of foundation scholars, and in some cases the endowments attached to exhibitions.

Lunæ, 27° die Julii, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

William Charles Quin, Esq., called in; and further Examined.

W. C. Quin, Esq.

27 July 1835.

1558. ON your last examination you gave the Committee some information with regard to the building and state of management of the Cavan school; have you anything further to communicate relative either to the funds, the administration, or the improvement of the school?—As to the funds I have not; and as to the improvement of the school, I can only say that I understand from the last returns that the number of boys has increased.

1559. Do you mean boarders or day scholars?—I can only speak as to the gross number.

1560. Did you ever hear that it was a gratuitous school, a free school; that there ever were free scholars in the school?—I cannot say that I did or did not, and without reference to returns I could not say whether or not there were free scholars in the school.

1561. Is the salary of the present master 500 *l.* a year?—No, it is 200 *l.* a year.

1562. By whom was the present master appointed?—He was appointed when Mr. Littleton was chief secretary. I am not certain who was Lord Lieutenant; I think the Marquess of Anglesea.

1563. How many assistant masters are there?—There is one paid by the Board; but I cannot say the number without reference to returns.

1564. What does he receive?—One hundred pounds of the present currency.

1565. What was the salary formerly given to the masters?—The salary of the late master was 300 *l.* a year, and there was 100 *l.* a year as an allowance for an assistant.

1566. Was not this school and all the other Royal schools always considered as free schools by the Board of Commissioners?—I think so.

1567. Did you hear any exception made in favour of any one of them?—No.

1568. Have you any minute in your public proceedings which would lead the individual master to conceive that they were not free schools?—No.

1569. Nor any instructions by the Commissioners themselves to lead to that impression?—I think not.

1570. Do you conceive, where masters refuse or decline to receive free scholars, they act in opposition to the wishes and instructions of the Commissioners?—I think they would be opposed to the wishes, but as to the instructions I am not aware of any having been given.

W. C. Quin, Esq.

27 July 1835.

1571. Have the Commissioners examined narrowly into the obligations of receiving free scholars, and the manner in which that obligation has been acted up to by the masters?—Not during my time.

1572. Did you ever hear of any complaints being made to the Commissioners of a refusal on the part of the masters to receive free scholars?—With respect to the Royal schools, none.

1573. By the return relative to Carysfort school, it appears that there were in that school about 60 free scholars; how do you account for there being 60, and in the school of Cavan none; do you suppose there was not as much disposition in the one neighbourhood as in the other to avail themselves of free education?—The instruction at Carysfort school is altogether different from that at other Royal schools; Carysfort school is more adapted to the lower orders.

1574. Did the Commissioners at the time the annual reports were sent to them, make inquiry whether there were free scholars, and if not, from what causes, in the free schools?—They did, so far as calling on the masters to state if they had free scholars; I do not remember any inquiry why they had not.

1575. In case the Commissioners had discovered that applications had been made, and refused by the teachers; do you conceive that they would have required of the masters to receive free scholars?—I should think so.

1576. You think they had full powers to enforce compliance, under the Act of Parliament?—I think so.

1577. They appear, then, to have been impressed with an idea, as no application or complaint had been made on the part of the public, that the public was satisfied with things as they were, and that the paucity of free scholars had arisen not so much from the masters refusing as the public not applying for admission to the schools; was not that the impression of the Board?—I think the impression of the Board was that applications were not made to the masters.

1578. The amount of fees paid in the Cavan school are similar to those paid in the other schools; there is no difference?—I cannot say that.

1579. Did you never think it a part of the duty of the Board to prescribe the maximum of the fees to the several schools?—I do not recollect that I did, and I never heard that they did prescribe any regulation on the subject.

1580. Was it left entirely at the discretion of the masters of the schools to prescribe such amount of fees as they thought proper?—Yes, during my time.

1581. In the case of day scholars was no limitation prescribed?—Not by the Board.

1582. Do you not consider it would have fallen within the duty and province of the Board to see that daily education were offered at a moderaterate of fees?—I do.

1583. Are the boarders clothed in the Royal schools?—No.

1584. The accommodation is limited to board and lodging?—Merely board, lodging and instruction.

1585. Are you acquainted with these accommodations?—Not particularly in any one school.

1586. No report has been made on the state or manner in which the boarders were treated, in the several reports presented on the part of the masters to the Board?—No.

1587. Did you ever hear complaints as to the mode in which the free scholars were treated?—Never.

1588. If such complaints had been made, do you think the Board would have been authorized by the Act of Parliament in interfering?—I feel they would have been authorized, and that they would have made immediate inquiry into the cause of complaint.

1589. When a master is appointed, what is the nature of the appointment; is it for life, or good behaviour?—Good behaviour.

1590. In case of the fees not being paid, what remedy has he for their recovery?—I do not know how that would be.

1591. You have heard no complaint on the part of any of the masters of their fees not being paid, or their salary?—No, never.

1592. Have

1592. Have you been aware of any revocation of the appointment, or removal of the masters?—No.

1593. In case there were any complaint made on the part of the pupils or the public against a master, what would be the course the Board of Commissioners would think it their duty to pursue?—I think the Commissioners would hold a visitation of the school immediately.

1594. And inquire into the case?—Yes, into the grounds of complaint.

1595. At the visitation are they empowered to take evidence on oath?—They are.

1596. Is it in public or in private such evidence is taken?—I should think any evidence taken at the school persons might listen to, but not at the Board.

1597. Are the minutes published?—They are recorded, not published.

1598. Are they accessible to the public?—Not without an order from the Board.

1599. So that it might be in the power of the Board, if they should take a dislike to an individual master, to proceed, by excluding the public, to an act of injustice?—No, I think not; that would always be counteracted by the evidence being furnished to the patron of the school, as required by the Act of Parliament, before sentence of deprivation.

1600. Is it considered necessary to hold a visitation at the schools in all cases of this kind?—No; in many instances the visitation could be held with equal advantage in Dublin.

1601. Is it in fact often held there?—It has been.

1602. The masters have been summoned?—Yes.

1603. No inconvenience results from that?—I think not.

1604. If the master should require it, or the public should require it, to be held at the school, no objection would be made on the part of the Board of Commissioners?—I think not: it is more for the convenience of all parties that it should be held in Dublin.

1605. When repairs are necessary in the school, is the master required to make a representation to the Board of Commissioners, before he is permitted to execute or make the alterations or improvements in question?—The regulation of the Board is that the master should always communicate with the Commissioners before he incurs any expense of that kind; there have been exceptions, departures from that regulation.

1606. Is it usual for the architect to make such reports; does he make an annual inspection of the schools?—There is not a particular architect of the Board; if any extensive repairs were necessary, the Board would employ a superintending architect.

1607. You have a power under the Act of Parliament of appointing local visitors; has the Board ever availed themselves of that power?—There is no power in the Act, no special power of appointing local visitors; but I consider that there being a power to appoint visitors, they may be local visitors for the purpose of the particular visitation.

1608. Have you ever appointed local visitors for the general superintendence of the school?—No.

1609. Do you think it would be desirable, in schools of this nature, that local committees of superintendence should be established?—I think if proper persons could be found, it would be desirable.

1610. You think that the Board would have some difficulty in Ireland in selecting such persons?—Indeed I think it would be difficult in some parts of Ireland.

1611. Has the Board a power of exchanging and purchasing land for the use of those schools?—They have power of exchanging for particular purposes; for instance, if a site were wanted for a school-house, and they had not a desirable one, they have a power of exchanging some of their own land for any that might be offered more desirable.

1612. Does the master of the Cavan school reside in the school?—I fancy so.

1613. Have you never tried the experiment of placing any of the schools under the superintendence of the Protestant clergy of the diocese?—No.

W. C. Quin, Esq.

24 July 1835.

1614. The bishop and the leading persons among the Protestant clergy?—No.

1615. You are acquainted with the schools, the Inniskillen particularly?—I have been at it.

1616. What is the quantity of land attached to it?—I think there are about 20 acres attached to the school-house, as well as I can recollect, but the estate is a very large one.

1617. Are you acquainted with the school-house of Inniskillen?—I have been through part of it.

1618. Is it a large building?—Yes.

1619. In good repair?—I should think so.

1620. What number of boarders would it accommodate?—I think about 70.

1621. And day scholars?—A very large number; the school-room is large.

1622. Is the accommodation for the schoolmasters considerable; have they separate apartments?—A portion of the house is looked upon as the masters'; it is not very large.

1623. Are you aware what the building cost?—No; there was an expenditure at different times to bring it to its present state.

1624. During the time you were secretary, were any buildings added to the house of any kind?—I am not certain that any were added to the school-house except in the way of offices; I think there was a rebuilding of the offices.

1625. Is the house in the town?—No, it is within half a mile of the town.

1626. How many masters were in the school during the time you were secretary to the Board of Commissioners?—I cannot say; but there were three paid by the Board, and I think there was the same number when I entered office as when I left it.

1627. Are they appointed in the same manner as the others?—No; the head-master is appointed by the Lord Lieutenant, and the appointment of the under-masters is in the head-master, with the approbation of the Lord Lieutenant.

1628. How many under-masters are there?—Two paid by the Board.

1629. Two under-masters?—Yes.

1630. Do you know what fees are paid by the scholars?—No, but I should think between 30 and 40 guineas for boarders.

1631. Was there formerly only one master paid by the Board?—Not by the Board, but the master had formerly the estate held in trust for him, under the old management.

1632. You were not secretary at that time?—No.

1633. You are acquainted with the school of Dungannon?—I am.

1634. Have you visited the schools?—Never.

1635. Do you know what is the state of the buildings?—I should think very excellent.

1636. What are the number of the scholars?—There was a good school when I was in office. I understand the numbers have increased considerably; I should think there are above 50 boarders.

1637. There were 56 in the year 1831; has that number increased?—I should think it has increased, judging from the character of the school.

1638. There were no free scholars in 1831; do you think there are any now?—I cannot say.

1639. Is the building a new one?—No; it has been added to from time to time and improved.

1640. Is it in a good state?—It is.

1641. Had you many applications to the Board for repairs?—During my time there were sums expended on repairs.

1642. Were the funds for this purpose taken from the particular estate of the school, or from other sources?—As to the Royal schools, generally speaking they were taken immediately from the funds of the school, but I know in the case of the Raphoe school, a sum of money was borrowed from Government, repayable by instalments under the provisions of the Act.

1643. What is the income of the Dungannon school?—The amount of the rents is 1,400*l.* a year, I think.

1644. What are the number of acres?—I could not exactly state that.

1645. What are the payments out of it?—The standing charges, as well as I can

I can recollect, are the head master's salary, which I think is 400 *l.* a year, and the first assistant , and 400 *l.* for exhibitions.

1646. You are acquainted with the Armagh school?—Yes.

1647. What is the state of the buildings of that school?—Good.

1648. Were any repairs made during your time?—From time to time.

1649. Not considerable?—Not very considerable; I do not recollect any very considerable repairs.

1650. How many masters were there during your time at Armagh?—Always two paid by the Board.

1651. And the other paid by the master himself?—Yes.

1652. What is the number of scholars?—It varied from time to time.

1653. Did the school of Armagh bear a high reputation for the amount and character of its course of studies?—It did, at one time it was in very high reputation.

1654. Was that reputation fluctuating?—When I say reputation, I only say so with reference to the number of boarders; it always bore a high reputation as far as the character of the master.

1655. Are you acquainted with the school of Raphoe?—Yes.

1656. What is the state of the buildings of that school?—I should think very good.

1657. Had you recently repairs to make?—Not very recent.

1658. What is the rental of the estate of the school?—£. 461. 10 *s.* is the reserved rent.

1659. In general the tenants of the several estates are good payers?—I should think from henceforward they will be very good payers; the Board have adopted measures for the improvement of the condition of the people and the improvement of the estates, lately.

1660. Is there a general agent for the whole of the estates, or are there also local ones?—They have a local agent for each, except in the case of Raphoe, which is leased to the master for the reasons I mentioned on Friday last.

1661. Have they, besides these local agents, a general agent for the purpose of receiving the accounts of the several agents, or do they make their reports directly to the Board?—The local agents make their reports directly to the Board, and they (the agents) lodge the money directly in the Bank of Ireland.

1662. Is there any particular officer of the Board trusted with the right of granting receipts and settling the accounts of these several agents?—Only so far as the accounts which are sent up to the secretary, who reports on each account to the Board.

1663. Does it ever happen that a Board is not held for a considerable time after the receipt of these monies?—The monies are from time to time received in the Bank of Ireland, but the receipt of the accounts is at a specified period.

1664. What period is that?—For the last few years, when I was in the office, they had to be furnished on or before the 1st of February in each year, and previously during my time on or before the 1st of November.

1665. When are they audited by the Board after having been furnished?—As soon as the secretary has examined them, and that he can procure a meeting of the Board.

1666. Have you been led by your experience to consider if the endowment of schools in land is preferable to endowment by parliamentary grant or in funded property?—I cannot well answer that question.

1667. Do you think there are any inconveniences arising from endowment in land, such as the non-payment of the tenants, the expenses of litigation, and various other evils of the kind, to which funded property is not so liable?—Certainly the income of a school would be more certain if received by half-yearly dividends; but at the same time, to the public there is an advantage from its being derived from estates, inasmuch as I look on the Commissioners of Education as very excellent landlords.

1668. That is not so much a benefit to the public as to the tenants of the estates?—Just so.

1669. You think they are better treated than if in the hands of individual proprietors?—I think so.

1670. Are the lands in general leased in small farms or large; what is the general tendency of the Board, in their arrangements of property?—The wish would be that the holdings were not so small; but the Commissioners having

W. C. Quin, Esq.

27 July 1835.

found the present occupiers in possession of small holdings, there is an unwillingness on the part of the Board to disturb them.

1671. What are the tenures?—From year to year.

1672. Have you the power of giving leases?—We have; but the Board considered that until their estates were better regulated, it would not be desirable to give the present occupiers leases.

1673. Is there a large portion of the land out of lease?—With the exception of the Raphoe estate, all the lands are out of lease.

1674. The entire lands of the school?—Yes.

1675. Are you empowered to give a lease for ever?—No, 21 years is the extent of the Board's leasing power.

1676. By Act of Parliament?—Yes.

1677. You are not empowered to take fines?—No; that was one of the evils remedied by the establishment of the present Board.

1678. You have no minute knowledge of the course of education and discipline pursued?—No, except from the returns.

1679. Was the course of education adopted in those several schools an object of much solicitude to the Commissioners; did they inquire into what improvements might be introduced with advantage in the schools?—I think the Commissioners were fully aware that the course necessary for entrance to Dublin College was pursued by the masters of these schools, and that they were satisfied with that; but I might add that at the Armagh school the course of education has been more extended of late, by the addition of a mathematical course.

1680. At the suggestion of the Board, or in consequence of the superior information and zeal of the master?—Perhaps it commenced through the zeal of the master, but it has been encouraged by the Board by the granting of a mathematical premium.

1681. Has the Board been in the habit of granting premiums?—No; it was only within this year or two that the Board have had an opportunity of appropriating sums of money to the endowment of exhibitions, which are in the nature of premiums.

1682. Do they now make a practice of giving premiums in each school?—They are not, properly speaking, premiums; for instance, scholarships at schools are for the maintenance of boys during their school course, and exhibitions are for their maintenance during their college course.

1683. It was discretionary whether those scholarships and exhibitions should be given?—Not altogether discretionary; the appointment of scholars on the foundation rests with the Board.

1684. They are in fact free scholars?—No; 20*l.* a year is the sum granted for each of the scholarships I allude to.

1685. Besides giving gratuitous education?—They may avail themselves of an education of that kind.

1686. They may be free, and at the same time receive 20*l.* in right of being a scholar; is there any examination held previous to conferring these honours and advantages?—Not by the Board; it is more an examination by the master as to the qualifications of the boy.

1687. It is on the recommendation of the master the Board appoints?—Yes; they require him to give in a list containing a certain number of boys, indeed the whole number at his school, with observations and with answers to certain questions.

1688. Are scholarships attached to every school?—The scholarships I speak of are only attached to the Enniskillen school; the fund of Enniskillen was the only one available for that purpose.

1689. Have you ever found that the schoolmaster has employed those premium scholarships as a means of favouritism?—No, indeed I have not: as far as my knowledge went, they were most deserving boys who obtained scholarships at Enniskillen school, and they afterwards signalized themselves in their college course.

1690. The schools to which scholarships and exhibitions are attached are frequented with more anxiety than any other schools?—I think that will be the result.

1691. That would account for the greater number of scholars in those than others?—It may be found so.

1692. Was there not an examination in Enniskillen, the only school where there

there are scholarships; was there not an examination before the master, for the scholarship?—Not that I was aware of, it might have been so. As to the exhibitions, there is a very strict examination.

1693. By whom?—By persons appointed by the Provost of Trinity College, Dublin.

1694. Do you not think that giving to masters the power of conferring an annuity of 20 *l.* a year on boys for a certain number of years, and this not an open public examination, is holding out to him a considerable temptation to favouritism?—Yes, if I considered that the master had the power of conferring that annuity on a boy; but I do not look on it in that point of view; I do not think he has that power, as I know in my time, before the appointment of a scholar on the foundation, there were five or six communications backwards and forwards between the Board and the master, which I think prevented anything like favouritism.

1695. What is the nature of the evidence the Board would require as to the proficiency of the boys?—The reports of the master.

1696. Do you not think a public examination would be a considerable check on the master?—I think so.

1697. And a most desirable one?—Yes.

1698. Admitting the utility of scholarships and exhibitions, would you think it a more eligible arrangement that a certain number of scholarships should be attached to each school, and the appointment should rest wholly in the Board, after a strict annual examination in each of the schools, to be held under inspectors from the Board, than the practice actually adopted?—The inspection or examination by persons deputed by the Board would be attended with perhaps considerable inconvenience and expense, but I think otherwise that that would be a good plan.

1699. You think it a desirable thing that, with reference to the schools in general, there should be a power of appointing inspectors to go round and examine their state in reference to buildings and everything connected with the internal economy of the schools?—I think an inspection of that kind would be desirable.

1700. In such a case you think it would be desirable that those inspectors should be present at examinations which were held previously to conferring scholarships, so that the Board might have some further check than what can at present be obtained from the reports of the master respecting his own acts?—I think so.

1701. Are there many masters in these schools (taking the whole range of schools under your superintendence) whose ages exceed 60 years?—I cannot say.

1702. You have not been in the habit of superannuating masters?—No; the only case I ever considered of a master that should have been superannuated, was the case of the late master of Cavan school.

1703. Has your Board ever made inquiries, when the number of scholars was perceived to be very small, in order to ascertain whether such circumstance arose from the age and incapacity of the master?—I think during my time, with the exception I have mentioned, the Board were fully aware that such an evil did not exist as that of any master being beyond his labour.

1704. Do you consider the Board have any power to superannuate?—No: I may add that the Board were of opinion it would be extremely desirable to have the power of superannuation, and they forwarded a Bill containing a clause to that effect to two of the Chief Secretaries for Ireland.

1705. The Board have found inconvenience from the powers given by the Act of Parliament not being adequate; are you prepared to state to the Committee the different points of amendment which they thought it would be desirable to introduce into a new Bill?—I could, I think, repeat some of them; for instance, one point was to render the Board more efficient by an alteration of its constitution.

1706. What sort of alteration did they suggest?—That it should not be necessary for a Commissioner in right of office to be present at each meeting.

1707. Do you consider it would be desirable to have any paid Commissioners under your new arrangements?—I never took that into consideration. Another point was that the Board should have power to superannuate masters in case of great age or mental incapacity.

W. C. Quin, Esq.

27 July 1835.

1708. With a power of giving retiring pensions at the same time?—And another, with reference to the Diocesan schools, was to enable a master, after expending a sum of money on a house, to charge his successor, either with the whole or a part, in the same manner as clergymen are enabled under the Glebe-house Acts.

1709. Was any provision suggested rendering it imperative on the Grand Jury to present for the buildings or outfit of the school, provided the Lord Lieutenant appointed a master, and the clergymen and bishop of the diocese agreed to pay his salary?—I am not certain of any provision to render it imperative on the grand jury to present; but I know of a provision to render it imperative on treasurers to pay over money for the purpose for which it was presented, as soon as it has been levied.

1710. Do not you think such provisions in an Act would be highly desirable to give full efficiency to the system of Diocesan schools?—I think so.

1711. According to your scheme of arrangements, you do not propose to invest in the parties paying the assessment any control over the school?—No.

1712. Would you in such an arrangement propose to invest the parties paying such assessment with any control, through their representatives, over the management of the school?—I think a well-regulated control would be extremely desirable; but there is a great deal to be considered on that point.

1713. Suppose a control limited to the order and regularity of the school, the repairs of the building, and proper inspection of the teachers, to see that they did their duty, without interference with the course and modes of instruction; do you think such a control, exercised by a well-selected body, would be advisable?—I think so.

1714. Without an adequate control, do you think it likely that the persons paying the assessment would willingly consent to the imperative obligation of levying such assessment, more particularly when it might so happen they considered the master selected as very incompetent, and the whole administration such as they could not approve?—I cannot answer for the opinions of others. When I say a well-regulated control, it must be a control through the instrumentality of the Board. I am not prepared to point out the kind of control, but the more the schools are looked after the better. When I said 'imperative' in a former answer, I was considering that such schools under the existing laws ought to be established; and as I do not know of any other means of establishing them on a proper footing, except through the instrumentality of grand juries, I would make it imperative on grand juries to present.

1715. Supposing an assessment to be raised off a county at large, do you think it fair that that money should be applied for the erection of a school in which no sufficient guarantee was provided that persons belonging to the middle and humble classes of life should receive education on the cheapest and best possible terms: do you think, in fact, it is the duty of counties to raise money for the purpose of enabling the wealthier classes to educate their children?—I think there is a guarantee, inasmuch as the masters are bound to take free scholars if they present themselves.

1716. The result of all the evidence we have had has been to show that the number of free scholars in these schools is extremely small; so that, except some arrangements be made for the purpose of giving a local control which will ensure a very cheap system of education, is it not possible that such counties may be in fact paying for the education of the wealthier classes of society alone?—I think the well-regulated control I have alluded to might prevent that, so that the schools should be open for the benefit of the public at large.

1717. In the arrangements to accomplish this object, do you think it would be an eligible alteration, the receiving from the several Dioceses in Ireland their several quotas for the payment of teachers, and vesting that sum in the hands of the Board, repealing the laws for requiring grand juries to assess for the building of schools, and empowering the Board to build these schools; but at the same time, by a new law requiring grand juries to assess for the payment of teachers and repairs of the school: thus ensuring to the public, in the first instance, good buildings in any part of Ireland where such schools might be required, and on the other hand naturally interesting grand juries, or those of whom grand juries are supposed to be the representatives, in the constant good management of the schools, appointing for that purpose a committee authorized to take care that such payments be made, and such schools kept in good order?—

order?—Before I gave an answer to such a question it would require great consideration.

1718. Do you not think that some considerable inconvenience arises in the management of these schools from their being under such a variety of arrangements; on the one side, the Royal schools are paid out of landed funds, on the other side the Diocesan schools are subject to the contingency of the consent of Grand Juries, and the equal and just payment of the clergy; do you not think it advisable that some general and comprehensive system, without infringing on existing rights, should be devised, and that such should be the preliminary to any arrangements for making these schools more generally applicable to all classes of the community?—I do not think that these schools should be made applicable to all classes of the community.

1719. Do you not think the success of a school depends on the master's having a decided interest in making the school of so high a character that persons will feel an inducement to send their children thither?—Yes; I think the character of the school is what ensures its success.

1720. Do you not think, therefore, that a master who receives we will say 1,000 *l.* a year from a fixed fund, is more likely to be indifferent as to the number of scholars who come to his school than a master who receives 100 *l.*?—Clearly.

1721. Five hundred pounds will only alter the case as to degree; a person with 500 *l.* a year will not have the same temptations to exert himself as a person who receives a fixed stipend of 100 *l.*?—I certainly think a large salary is not desirable for the head-master; but I would beg to say that when I say so, it is not at all with reference to the existing state of things.

1722. You may not think the present salaries too large?—I am not prepared to say that they are.

1723. Is it a general opinion that a person with a fixed stipend has considerable less inducement to work?—Yes.

1724. Do you not think that, the population of Ireland having so considerably increased, and a greater demand for education existing than at any former period among the middle classes, it would be highly desirable to extend the number of such schools, if adequate funds existed?—Yes; if adequate funds existed, it would. I do not think the funds in question are adequate.

1725. Do you think that if by diminishing the stipend of the teachers to a certain degree, a surplus be created sufficiently large for the building of schools, that the application of this surplus to such purposes would be advisable?—I doubt whether the funds at present under the control of the Commissioners of Education could be extended in the manner suggested; but if they were found sufficient, the extension would be very desirable.

1726. Do you think it desirable, that in every district there should be placed within the reach of the middling orders of the community an Academy in which the system of instruction best calculated to render these classes useful and efficient members of society should be afforded?—I certainly do think so.

1727. You are not prepared to say that such is the case at present, that there exist such schools so available to the middling orders of the community on cheap terms?—I am not prepared to say that there are; I should think not.

1728. Are there not many counties in Ireland in which a tradesman, who is able to expend from 5 *l.* to 10 *l.* a year in the education of each of his children, finds himself unable to provide that child with anything more than the rudiments of education, such as may be picked up in an elementary school?—In some counties, I should think so.

1729. In what counties has he these opportunities?—I am not prepared to say. I could name the counties after referring to a document in the office of the Commissioners of Education, which is a map showing the different parts of Ireland in which schools are established. It was prepared with reference to the schools which were in existence before the Diocesan schools were established under the 53d of George 3, when the Board suggested to the Lord Lieutenant where the sites of those schools (the Diocesan) should be fixed.

1730. That being the case, and referring to the last question, and it being extremely advisable to give these classes the means of instruction; do you think

W. C. Quin, Esq.

27 July 1835.

think it could be attained better by increasing the number of free schools and similar establishments, or by abolishing altogether the system of gratuitous education, and lowering the fees required for the attainment of education in all the other branches: which of these two systems would you recommend as the best calculated to extend education?—I think if the charge were lowered to such an extent as that the middle classes could avail themselves of the schools, it would be more desirable than affording them the opportunity of sending their children free of any charge.

1731. Do you think if the present charges were considerably lowered, the middle classes are sufficiently anxious for education to avail themselves of such education at such a price?—I cannot say.

1732. But do you think so; is it your impression that the middle classes are so anxious for education in Ireland, that if the charges were lowered they would generally avail themselves of these opportunities for education?—I should think so, judging from the lower orders.

1733. You have reason to think that the number of pupils would increase in these schools, provided the charges were lowered?—Sufficiently lowered, I should say it would.

1734. The number of pupils being increased at a lower rate of payment, the general amount of fees would probably be very nearly the same, or not very considerably diminished; consequently the teachers of these schools would not suffer by the alteration, while on the other hand the public would be materially benefited?—Exactly so.

1735. You think such an arrangement, abolishing free schools, and lowering the amount of payment, would be a beneficial alteration to the public and to the institutions themselves?—If you mean by "free schools," the present public schools, that is another question. It was comparatively speaking, I said a cheap school would be more desirable than a school at which no charge was made.

1736. Can you not contemplate such an arrangement with reference to such schools, as without in any way interfering with or restricting their present course of education, might add to them such other branches as would very materially benefit not only the pupils at present under instruction, but also render them accessible and useful to other classes of the community?—No; and when I said it would be desirable that the charges should be sufficiently lowered to enable the middling classes to avail themselves of those schools, I never meant the present public classical schools; otherwise I think a vast number of boys would attend those schools, and if so it would altogether do away with their present character.

1737. You think if there were such an influx from the middle classes, the higher classes of the community would feel an objection to be educated in such schools?—I do.

1738. You conceive there is such a spirit of aristocracy in the country, that though the education might in many cases be rendered superior, yet from the mixture of the middling classes consequent thereon, the upper classes would be sorry to avail themselves of such education?—I do not think the spirit of aristocracy could be in question at all; I think the character of the schools would be altogether changed.

1739. You say the character of the schools would be changed; will you state to the Committee in reference to what?—I mean in reference to the attendance of the sons of gentlemen; and I should not be inclined to make a change that would have the effect of withdrawing the attendance of the sons of resident gentlemen from those schools.

1740. How do you conceive that the attendance of the sons of resident gentlemen would be withdrawn by any of the alterations that have been suggested, such as lowering the charges and extending the course of education?—I have stated that it would be in consequence of the character of the schools being changed in respect of the attendance of scholars; for instance, I never should be inclined to send my son to a school where the majority was not of his own station in society.

1741. Do you conceive that the founder of these schools contemplated the erection of establishments for the exclusive use of the wealthier classes of society; is there not, on the contrary, on the face of the Act of Parliament and the Charters by which they are constituted, evidence that they were intended for the civilization of the country through the education not of one, but of all classes

of

of the community?—I cannot say what was the immediate object of the Legislature at that time.

1742. Take the Act of Elizabeth?—I should say, as it followed the Act of Henry 8, which establishes Parochial schools, that it was for the establishment of a higher order of schools.

1743. A higher order of schools, but embracing what class of society?—Embracing a higher class of society than would attend Parochial schools.

1744. At the times at which these schools were founded, the place which is now held by what is called the aristocracy of the country, was in fact enjoyed by a very small number of great landed proprietors; do you conceive that these schools were erected for the benefit of the children of these great landed proprietors, or was it not rather for the benefit of the rising commercial interest and the rising yeomanry of the country, the supply of the professional classes being principally taken from these ranks?—I cannot form an opinion on the subject.

1745. Are you acquainted with the institution and the endowment of the Grammar schools, in England?—I am with some of them.

1746. Do you think that the establishment and endowment of these English schools were principally with the object just now stated, of affording education to the middle classes?—No; and if so they have not had the desired effect.

1747. Were not the Diocesan and Royal schools foundations of an analogous description to those of the Grammar schools in England?—I believe so.

1748. You are not prepared to say it is your opinion the schools were founded exclusively for the benefit of the wealthier classes?—No, certainly I am not.

1749. Of the aristocracy?—I am not prepared to say they were founded for one set more than the other.

1750. That being the case, is it not very desirable that those schools should be hereafter placed under the administration of a system which will make them available to all classes, and not exclusively to the benefit of one particular class?—I should think that question has been answered by the previous question.

1751. Taking for instance the town of Galway, in which it is stated by an English traveller that there does not exist a single bookseller's shop in a town containing 30,000 inhabitants; do you not think, in reference to the general interests of civilization, and more particularly having in view the principle that civilization must descend from the upper to the lower classes, do you not think it very desirable that a school should be erected in such a town, which would afford to the children of the tradesmen and of the yeomanry in its vicinity and in the county of Galway generally a means of liberal education on the cheapest possible terms?—Certainly.

1752. And if there exist any funds connected with these Diocesan or Royal schools in that district, would you not consider it an extremely legitimate application of those funds, to employ them in the erection or contributing to the erection of such schools?—Not as far as the Royal schools; if such application would alter the character of those schools.

1753. Do you not think that the upper classes of society, from their greater wealth and the numberless institutions which exist for their instruction, would, even though the character of the Diocesan and Royal schools were altered according to your impression, have still abundant means of education left them without even leaving their own country?—I am not aware of other schools of high character; I do not doubt but that schools would rise; it might be so.

1754. Then it is very probable that by such alterations the upper classes would not be seriously injured, while on the other side it is quite clear the middle classes would be seriously benefited?—I think it possible; but that is all conjecture.

1755. Has not considerable inconvenience arisen from the difficulties of getting such schools built in Ireland; for instance, in Limerick?—As far as the Diocesan schools are concerned.

1756. If the schools were built by Government, or by endowment, or any other way either by public or private munificence, do you not think the public would avail themselves of the schools at once?—I should think so, certainly.

1757. It would then be an advisable arrangement, wherever the funds existed, for Government to take that portion of the expense upon themselves in

W. C. Quin, Esq.
27 July 1835.

the first instance, and build the schools?—I think, so far as the Diocesan schools, as the fund contemplated by the Legislature has failed, that it would be desirable that a fund should be obtained from another source.

1758. It would be a reasonable thing, if Government advanced the money for building, to call on the population, either through the Grand Jury or other means, to support that school?—I think it would be a very reasonable thing.

1759. Do you think one of the most effectual and reasonable modes of enforcing, of ensuring that contribution, would be by the grand jury assessment, particularly as this has been the mode already pointed out by the Legislature?—It would be a very direct mode.

1760. And an effective one?—Yes.

1761. And provided the assessment did not fall on the very lowest class of the community, but on that portion of it which were most likely to derive benefit from these schools, that it would be cheerfully acquiesced in by the county at large?—I think it would be very desirable that that assessment should not reach the very lowest; but I cannot answer if it would be cheerfully acquiesced in.

1762. The contribution that would be required for the repairs of the schools and the salary of the masters, on the principles which have been already stated, that of guaranteeing a small stipend for the master, and allowing the remainder of the salary to be made up by fees, would be very light on each district, and consequently would hardly be felt by the richer classes of the community?—I think that the assessment could not be very heavy.

1763. Particularly if spread over a large district?—Clearly the more extensive the district, the less the contribution of each person.

1764. The benefit would be very considerable, derived by the district from the school?—I think so.

1765. You then think, receiving a large benefit and paying a very small contribution for it, very little legitimate objection ought to exist against such arrangement on the part even of the contributors?—I think very little ought to exist.

1766. Have you any other information to communicate as to the present state of schools, or suggestions for their improvement or extension?—I am not aware of any at present.

William Cotter Kyle, Esq., called in; and Examined.

W. C. Kyle, Esq.

1767. ARE you acquainted with the Board of Commissioners of Education?—I am their Secretary.

1768. When were you appointed?—On the 24th of February 1835.

1769. You succeeded Mr. Quin?—Yes, and I am at present acting.

1770. Have you visited any of the schools in person?—Yes.

1771. Have you had any opportunities of judging of the constitution and working of the Board?—Yes, during that short period.

1772. Who are the present members of the Board; how is it actually constituted?—The Chancellor for the time being, the Chief Justice for the time being, and several other persons who are members from right of office; there are others appointed by the Lord Lieutenant, at his own discretion.

1773. How many meetings are there in the year?—Friday is the general day of meeting: sometimes it has so happened (I think it occurred once or twice since my appointment) they were not able to procure the attendance of an *ex-officio* member, and at the hour for which the meeting was summoned the business could not be done; but it was done on the subsequent day of meeting.

1774. What was the average number of members attending the commission?—Three are necessary to form a quorum, but four or five members generally attend.

1775. You have only found the business of he Board delayed once or twice?—Once or twice, I think.

1776. Do they meet regularly every Friday?—No; the secretary, who attends to the routine business in the meantime, and has a clerk at work every day, summons the members as business arises.

1777. Are records kept of their attendance?—Yes.

1778. And

1778. And of the persons actually present?—Yes.

1779. Are their names taken down?—Yes.

1780. Is there any report furnished to the Lord Lieutenant, or either of the Houses of Parliament, of the number of meetings and persons attending?—None that I am aware of.

1781. So that a considerable portion of the year may pass over without the public being informed if the members of the Board have attended?—The Lord Lieutenant has the power of calling for the account of the proceedings of the Board; of course, of the attendance of the members.

1782. Has every member a right to convene the Board?—Yes, I should think so; and if any member came to the secretary and desired him to summon a Board, he would do so at once.

1783. Do your meetings take place once a month?—A great deal more frequently; they average once a fortnight, I think.

1784. Are the records or the journals of your proceedings open to the Lord Lieutenant; are they open to the public at large, or any persons connected with the schools?—I do not know exactly how far the legal right extends, but I know that persons connected with the schools have come and asked questions, which I have not been able to answer from my short connexion with the Board, and they have consulted them together with me. There is no prohibition of any kind that I am aware of.

1785. Are the records kept regularly from day to day, or from meeting to meeting?—I always enter them myself after each board-day.

1786. Have they always been kept from the time of the institution of the Board?—To a great extent: they were kept perfectly regularly while Mr. Quin was in office, but his predecessor was not so regular.

1787. In the early reports of the Board, the names of the members attending are specified, and in the latter reports no mention is made of such attendance; whence has that arisen?—I was not aware of the fact, and therefore I cannot account for it; but the annual report is always signed by a number of the members, and perhaps that may be what is alluded to.

1788. Is there much business to be done in the situation of Secretary?—There is a good deal.

1789. What time do you generally reckon to spend in the business of the Board?—That is quite uncertain; there is a clerk constantly at work; and as the Board meets in the house of the secretary, he has his own times, probably does a good deal of it either in the morning before breakfast or the evening. The Secretary receives and answers all letters himself.

1790. Is there no office?—There is an allowance to the Secretary, for the Board-room.

1791. He is responsible for the guardianship of the records?—Yes.

1792. Does he give security?—No.

1793. Is he treasurer?—No; there is no money goes through his hands, the funds are kept in the Bank of Ireland. Every draft for payment of money must be signed by three of the Commissioners, one of whom is an *ex-officio* member, and also by the Secretary. There is no money paid but by the drafts. The course of proceeding is this: On a particular day the Secretary lays before the Board the names of those persons in whose favour drafts are to be drawn, the amount, and what each is for; that is written in the ear-page of the cheque-book. The chairman or *ex-officio* member then must be one of the three who sign. Next board-day the Secretary is obliged to lay before the Commissioners the stamped receipts for those cheques, or as soon as he gets them; for sometimes a little delay in procuring the receipt takes place, a master, or person in whose favour the draft is, being away for a day or two.

1794. Are the several masters paid regularly on specific days, or according as they apply?—They are paid quarterly; there is an order of the Board that they should be paid quarterly and regularly.

1795. Supposing any of the papers to be lost, what powers of redress or punishment has the Board?—I suppose they would dismiss their Secretary; I do not know. There is a large press belonging to the Board, with pigeonholes for the papers, &c., which was transferred to my house, and is kept in it.

1796. What time do you spend in the business of the Board; what is the average per week?—I cannot say; I take care there shall be no arrear of business. Sometimes I have worked before breakfast; I do something every day.

W. C. Kyle, Esq.

27 July 1835.

1797. Would it take you an hour or two a day?—I think to do the business all the year round it would average two hours a day at least, even taking all the year; some days more; it frequently takes the entire day. Since I have been in the office I have been frequently at work from breakfast to dinner-time.

1798. Are you obliged to be resident in Dublin?—Yes; but if it so happened that there was no particular press of business, for instance, immediately after the cheques are drawn, or the regular periodical business done, I might get permission, I think, to go out of town for a fortnight or three weeks; and then of course the clerk would forward all letters to me to be answered, as the correspondence is carried on by the Secretary. He has a constant correspondence almost every day.

1799. Is the Secretary allowed to appoint a deputy?—I do not know that he is; but his clerk must act now.

1800. An absence of two months would not be considered justifiable?—I do not suppose it would be allowed; I do not suppose the business could go on: I might get a fortnight or 10 days, but I must be constantly, I think, in attendance.

1801. Is any member of the Board paid?—No.

1802. Did you ever hear of an application to receive a salary?—No.

1803. Do they complain of the pressure of public business?—No; the Board meets at a time of the day that is convenient, when those who are otherwise employed in official duties can meet. They attend at three o'clock.

1804. Who are the non-official members of the Board?—They are all printed in the Red Book; but I cannot state all from memory.

1805. How many are there?—Five or six. I think there are 18 members of the Board altogether. There is a dispute arising now as to whether it is 18; for the Reform Bill puzzled us. The Member for the University for the time being was a member of the Board by 57 Geo. 3: then came the Reform Bill, giving the College two Members: a difficulty arose as to whether either or both, or neither, were members of the Board. But the case was submitted to the attorney-general the other day, by the direction of the Board, as to those *ex-officio* members; and Mr. Perrin, the attorney-general, gave his opinion that the matter would require some legislative enactment; and, on considering the subject, he thought that neither could attend. I was of opinion that equity might have extended to both the privileges of one, the two Members having been put exactly in the place of one.

1806. The ordinary members are more active than the official members?—I think they are: the most attentive and regular (for he scarcely ever omits attending the Board) is the judge of the Prerogative Court, Dr. Ratcliffe.

1807. If the number of Commissioners were considerably reduced, do you think their attendance would be a great deal more diligent; may they not be inclined to absent themselves, from the impression some one will be there to do their duty for them?—I do not think decreasing the number would make the attendance of the remainder more regular.

1808. If three of them were paid, you think their attendance might be secured?—Very likely it might.

1809. Or if the payment were conditional on their attendance?—I should think so.

1810. Would you think it a more effective arrangement, particularly where the members were numerous, to allow them to appoint a committee to act for them, from the members of the Board in rotation, which should be obliged to be constantly in attendance, and on important occasions be empowered to summon a meeting of the whole Board?—I think in effect that is done at present: those who meet are, in point of fact, a committee of the entire body. If anything serious is to come on, I make it a point to go round personally to solicit them to attend.

1811. If a committee were appointed officially by the whole body, and the condition imposed that they should diligently attend, and the arrangement were such that they were to take the duties of the committee in rotation, is it likely that the attendance would then be regular?—That is a matter on which I cannot give an opinion.

1812. What

1812. What is the expense of the Board?—The salary paid to me is 450 *l.* a year; (it was reduced on my appointment;) and 150 *l.* a year; for which, by order of the Board, I am to provide a board-room, clerk, messenger and stationery, as usual.

1813. Are there any other officers connected with the Board?—Yes, there is a standing Counsel; but in all matters of serious importance the opinion of the attorney-general is taken. There are also solicitors.

1814. Are they paid *pro re natâ*, or by salary?—*Pro re natâ* only.

1815. So that the standing expenses of the Board do not exceed 600 *l.*?—Yes; but there is the expense for postage, which varies more or less. I am not bound to pay postage.

1816. What are the other incidental items?—This is all that is paid by the consolidated fund, and is the entire expenditure, as I recollect.

1817. You have no Inspector?—No, but the Board has a power of sending any person they choose as a Visitor; and I myself was sent since my appointment to visit a school.

1818. Are you paid extra for that duty?—No; I take it for granted I shall be paid my travelling expenses.

1819. Would the Board consider itself justified in appointing an Inspector at a salary, and drawing on the consolidated fund?—I am not aware that they would.

1820. In case a master is summoned up, or any other person, from the schools to Dublin, are his expenses paid?—In one case where that occurred he made no application for it, and he was not paid.

1821. But in case application were made, might it not be very reasonably charged?—I think it might, if it is to give information. In one case the master was summoned up to the Board, and he did not apply for his expenses; but I believe that, generally speaking, the actual expenses would be allowed by the Board.

1822. In case of delinquency on the part of the master, and its having been found necessary to hold a visitation in your board-room, would you consider the schoolmaster ought to pay his expenses?—If acquitted, certainly not; but if convicted, I think he would not be paid.

1823. Does the Board publish any books?—No; they are only the regular expenses I have stated. There is one case where they allow books; there is a grant made to one Royal school at Carysfort.

1824. On what ground?—It is an English school, and it was wished to see that there were proper books read. In the other Royal schools they know a particular course of reading is adopted.

1825. Do you consider the duties of your Board of such a nature that they could not with advantage be consolidated with the other Board of Education?—Really that is a matter of opinion; I do not know; I should rather think the Commissioners have quite enough to do in each case. Being totally ignorant of the constitution of the Board alluded to, I cannot say that it would be advantageous.

1826. In whom is the appointment of the members of the Board?—Those who are not official are appointed by the Lord Lieutenant without any control whatever; he may appoint anybody whatever.

1827. Are there any Catholic members of the Board?—There are not.

1828. Or Presbyterians?—No.

1829. They are exclusively of the Church established?—Yes.

1830. There is nothing to preclude the Lord Lieutenant from appointing members of the Catholic or Presbyterian communions?—Not that I am aware of; and many of those who are *ex-officio* members may happen to be Roman-catholics, without the appointment of the Lord Lieutenant, and in spite of the Lord Lieutenant.

1831. What has been the last appointment of the Board?—There have been two appointments lately; I cannot say which was last.

1832. When?—A short time ago.

1833. Would it be considered extraordinary by the Board if the Lord Lieutenant should appoint a Roman-catholic as a member?—It is impossible for me to answer that, it being the impression on the minds of others.

1834. Have you found the Act of Parliament arms you with sufficient powers to enforce any regulation you may think it necessary to impose on the schools

W. C. Kyle, Esq.

27 July 1835.

under your superintendence?—With the exception of Limerick, I am not aware of any other defect.

1835. Do you find the Act gives you sufficient power of inquiry, of control, of punishment and of rewards, and of the management of the schools?—I am not aware of any case having arisen since my connexion with the Board where those powers were necessary. The only instance of the exercise of a power of that kind was in two cases of visitation, one of which was held in Dublin, and the other on the spot, in the school at Navan.

1836. Describe the particulars of the visitation at the Board-room?—The visitation at Carysfort, as a Royal school, was held at the board-room, and the master was examined as to his qualifications, and the entire management of the school and the number of pupils.

1837. What were the grounds on which that visitation was held?—It had been represented to the Board, before I was Secretary, that the master of the school at Carysfort was incompetent in point of acquirements; he was summoned and attended, and was examined.

1838. By whom?—By the different members of the Board; the Provost took a leading part, and several of the leading members, and he was not dismissed.

1839. The result was that the Board was satisfied of his competency?—He was not dismissed; the Board gave him their opinion.

1840. Has he the advantage of able assistants in his school?—No; it is a completely free school, and the people of the poorest class attend it.

1841. The allegation was, that though the instruction required to be given was of a very inferior character, yet still he was incompetent to give that instruction?—I think the impression on the mind of the Board when they summoned him was, that he did not pay enough attention to surveying and trigonometry, and that sort of scientific acquirements; but it appeared there were very few persons attending the school who would avail themselves of such kind of education, for half their day they would go out and dig during harvest, and did not attend the school regularly; and though he was willing to teach them those different branches of science, yet still they were people of that class who were not anxious about it.

1842. Has any arrangement been made since that period for the purpose of providing an assistant for the master of Carysfort school?—There has not; the Board found he was quite competent to give a sufficient degree of scientific instruction to those persons, but they could not force them to learn.

1843. It was the conviction of the Board that the people in the neighbourhood of Carysfort school were not anxious for the higher branches of instruction?—Yes, I think so; the class who attended that school were not gentlemen's sons; in point of fact, the persons who attended were people of the lower class.

1844. Might not this indifference have been owing to a conviction of the class just mentioned, that the master was incompetent to the discharge of such duties?—No; the neighbourhood is a poor one, they being common farmers, and they would not be likely to take advantage of it; shopkeepers might.

1845. In the agricultural district surrounding Carysfort, of what description are the farmers?—Very small farmers.

1846. In what county is Carysfort situated?—Wicklow. There was another case of a visitation at Navan; it is still *in fieri*. Representations were made to the Board with regard to the conduct and habits of the master of Navan school, and the Board issued a deputation to Mr. Featherstone and me to go down and take evidence of the facts alleged. We accordingly sent down precepts to Navan school about a week or 10 days previously, summoning all persons to attend and give evidence before us, and we ordered those precepts to be posted publicly in the school-room. We proceeded to Navan on the day fixed for the visitation, and there found the precept so publicly posted, and we were engaged an entire day examining the master and the head-usher. The evidence was taken down as required by the Act of Parliament, and laid before the Board. The Board then issued their precept for the examination of the master in person before them; the visitation is to come on yet; the master has been summoned to attend, and the visitation as to him has not taken place.

1847. Have there been any complaints since?—No.

1848. By

1848. By whom was that complaint made?—One of the members of the Board mentioned it. One of the members of the Board resides not very far from it. He got letters containing charges against the master, and a visitation was immediately ordered.

1849. In case of a charge being proved, the Board has the power of removing?—I take it for granted; I believe they have.

1850. Is there any specific ground for removal determined in the Act of Parliament?—I think it says, misconduct.

1851. The mode of proceeding is by recommendation to the Lord Lieutenant?—The patrons have to be made aware of it: it is a private endowment.

1852. But in the case of Diocesan or Royal schools, the Lord Lieutenant is the person who has the power of removal as well as of appointment?—As to diocesan schools I know very little: they have not come much under my observation since I have been secretary.

1853. How is the internal regulation of the schools controlled; the master at Limerick will not admit that the Board has any right to prescribe to him in the question, for instance, of free scholars?—I believe there was something in one of his letters, in which he said he was appointed by the Lord Lieutenant, without any stipulation, and that to the Lord Lieutenant alone was he responsible.

1854. The Board were convinced that they had the power of enforcing it?—As I understand the correspondence, my impression, on the whole, is this, that the Board thought that the grand jury, in the first instance, presented the money for building the school without any stipulation whatever; and on the faith of that the Board sold an old school-house, and purchased a site. The money was levied; but when the Board was about to proceed with the building, and to enter into contracts and necessary preliminaries, there was some communication with the grand jury, stipulating that they should have the power of appointing a certain number of free scholars, which had not been a part of the original terms. The Board thought they had changed their ground: but, however, the correspondence will speak for itself, and I have it ready to lay before the Committee.

1855. A proposition was made last year, to which the Board assented?—I believe they did to a great extent.

1856. The difficulty of carrying into effect that proposition arose from the reluctance of the master to conform to regulations to which the Board had given their concurrence?—I think it arose from the Grand Jury not doing what they had undertaken to do. They presented the money unconditionally: the Board acted on the faith of that, and the Grand Jury, after the money was presented, wished to impose other terms, which the Board did not think they could take.

1857. Notwithstanding that conviction on the part of the Board they assented to certain resolutions, which were agreed to by the Grand Jury?—I am not aware whether they assented to them or not.

1858. Have you in your possession the correspondence connected with the transaction between the Grand Jury and the Board?—Yes, I have, ready to lay before the Committee; I have it here to-day.

1859. Has the Board any power of prescribing the course of education or regulating the internal government of these schools?—I should think, within certain limits, the Board had; for instance, in grammar schools, if the Board thought there was an inadequate and improper course of education adopted there, they had got power to order and visit the master.

1860. Did they make any inquiry into the course of education pursued and the system of teaching adopted?—The master in his report returns the books that are read at school.

1861. Have you known instances in which it has been suggested by the Board that a certain course of education ought to be followed?—I have; in that case of Carysfort the Board insisted on his paying more attention to some books.

1862. Do you know of any other case?—No.

1863. In general has the arrangement of the courses and modes of instruction been left entirely to the discretion of the teachers?—I do not know; probably the Board has seen in the annual returns from the master that the books taught from by the master are in conformity with their wishes; if they found they were not, they would interfere at once.

1864. Supposing the master were to refuse to be guided by your sugges-

-tions?—

W. C. Kyle, Esq.

27 July 1835.

tions?—I think that would be misconduct sufficient to induce the Board to visit him.

1865. Is there any qualification required for an appointment to those schools by the Lord Lieutenant, such as the having graduated at any particular place, or being of a particular religion, or having attained particular literary distinctions?—I am told not; I believe it is purely in the patronage of the Lord Lieutenant.

1866. Would you not consider it desirable that the same course should be pursued with respect to these appointments as is usual in the appointment of county surveyors, that previous to their appointment there should be an open competition, that they should undergo a proper examination, and the candidates who showed the greatest ability should be declared elected?—I should think to a certain extent that might be very useful; but I do not think that the best scholars always make the best schoolmasters.

1867. You think a previous course of education, specially intended to fit them for the duty of teaching, if not absolutely necessary, would be a considerable improvement?—It is to be supposed that the Lord Lieutenant (whether theory and practice coincide I cannot say), in selecting masters for those different schools, will pay that proper attention to the interests of the school that he is bound to do.

1868. Are inquiries as to the competency of masters, usually made?—Yes; there are recommendations of particular persons sent in; and the Lord Lieutenant, I believe, always requires recommendations.

1869. Is not the best security for the efficiency of the teacher such a salary as would not make him independent of the number of pupils who might attend his school?—That is a matter of opinion. I should say so.

1870. You think that a schoolmaster who has allotted to him 500*l.* a year, and who has perhaps a preferment in the neighbourhood besides, is not likely to exert himself in the cause of education as much as a person who has a permanent salary of 200*l.* a year, and depends for the remainder of his means on the number of pupils?—I would say so; but there are instances of persons enjoying those emoluments who have had very extensive and very good schools.

1871. Would you consider such cases exceptions to the general rule?—I allude to Armagh during Dr. Carpendale's mastership, and Enniskillen in Dr. Burrows's time.

1872. Do the generality of the schools under the management of your Board contemplate the affording free instruction?—I think they do.

1873. But in point of fact, are there not many of the schools in which there are no free scholars?—There are.

1874. How many?—I have only brought the returns of the Royal schools with me this day.

1875. In several, however, there are free scholars?—There are; but I think there is a difference of opinion as to what the meaning of free schools is; and I am aware that some of the masters are of opinion they are not bound to take free scholars.

1876. Do you think that opinion is well founded?—I have never considered the question enough. I believe it has been held by some persons that the meaning of free schools is, that they are open without any distinction of religious sects; that is, free to all the world. I do not mean to say that is the construction that may have operated, but at the same time I would say I have written to several of the schoolmasters about it; they informed me in no instance have they refused free scholars, though they did not consider themselves bound to take them.

1877. Do you suppose that there are not in the neighbourhood of those schools numbers of pupils who would, provided there were no difficulty thrown in the way, avail themselves of the opportunity of educating their children free of expense?—I think there is a great deal of pride about persons who would be of that class who would take a free classical education, for they would think those who paid for themselves or whose education was paid for might look down on them; and besides, when those persons are in the immediate neighbourhood their sons would go as day scholars, and the charge for them is very moderate; it varies from eight to twelve guineas a year. I think most persons would

165

would rather compound with their pride and pay that, unless in a case of very great poverty. *W. C. Kyle, Esq.* 27 July 1835.

1878. Considering the education in those schools to be entirely classical, do you not think eight or ten guineas for a person in the middling class of life, high?—I do not exclude mathematics and logic in an English education; I mean classical education in addition to the English.

1879. They get a perfect classical education for eight or ten guineas a year?—Yes, from eight to twelve; that is the entire course, to enable them to enter College.

1880. That course does not embrace any of the natural sciences?—No.

1881. It is confined entirely to Mathematics and to the Classics?—If you consider arithmetic part of mathematical knowledge. They teach what is called the English course of education, and also Greek, Latin and French.

1882. Do the scholars in general take high places at the University?—Generally speaking, very high; the four Royal scholars particularly. I had occasion to know it lately. I have a letter I got from one of the masters of the Royal schools the other day, Dr. Miller. I will read it.

[*The Witness reads, and hands in the same.*]

Sir, Riversdale, 5 July 1835.

Your letter having followed me to this place, I lose no time in replying to your inquiries, that the number of students at the school of Armagh is at present 30, of which 10 are boarders; and that of the 20 day-scholars, five or six are free, I do not precisely remember which. Of the efficiency of the school, I can adduce this proof, that of six students of the University, the whole number now there who had received their education at Armagh, five have attained honours at every trial, the sixth not having naturally any pretension of that kind. The reduced number of the students at the school, I therefore feel myself authorized in referring to the prevalent practice of sending to England for education the sons of the gentry. I have, however, some reasons for concluding that the school is now recovering its estimation with the public. The long-established charges for education to boarders amounted to 45 guineas; to day-scholars, eight annually. The former have latterly been reduced to 35. The course of education, as arranged by my predecessor, and without much alteration continued by me, was, I believe, taken from that observed at Eton, but modified in reference to the course required for admission into the University of Dublin, and extended also by the introduction of mathematical learning.

Wm. Cotter Kyle, Esq. Your obedient servant,
&c. &c. &c. *George Miller.*

Mercurii, 29° die Julii, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

William Cotter Kyle, Esq., called in; and further Examined.

1883. TO return to the constitution of the Board, and the mode of managing the schools under its jurisdiction, can you give the Committee any information on the manner in which the financial department is conducted?—Yes, I can. *W. C. Kyle, Esq.* 29 July 1835.

1884. How are accounts passed at the Board?—I would beg to confine myself to the Royal schools, in the first instance. Each of the Royal schools has a separate estate granted to them by the charter of King Charles the First; in each of those estates there is a resident agent. He annually transmits to the Board a rental, according to the prescribed form which was supplied by the Board, and vouchers for every item of expenditure; he lodges from time to time the rents, as received from the tenants, in the Bank of Ireland directly, and takes credit in his accounts for those sums so lodged. The secretary examines those accounts with the different vouchers, and lays the accounts and vouchers before the Board, when the Board (if they are satisfactory) pass them; if not, the secretary is directed to write to the agent to explain the points that were unsatisfactory. By an order of the Board the agents are prevented from expending any money without a sealed order from the Board for that particular item of expenditure.

1885. What number of the Board are required to pass these accounts?—No business of the Board can be done without a quorum of three persons, one of whom must be a member in right of office. But in point of fact, the secretary lays the

W. C. Kyle, Esq.

29 July 1835.

vouchers on the table along with the accounts, chequed off with a tick; and the Commissioners examine him as to whether he has gone through the accounts; he is, to a certain extent, the accountant of the Board.

1886. The signature of three members is required for the passing of the accounts?—No; the way in which that is done is this: the secretary writes at the bottom of the account, which is sent up to the Board in duplicate, a certificate that the account has been passed and vouched on such a day before the Board, and he returns one part to the agent, and retains the other for the Board.

1887. Is the appointment of the agents in the Board at large?—Yes, the Board votes for them, and requires them in all cases to be resident agents.

1888. Do they require any security from them?—Yes, two years' rental; the Commissioners are very particular as to the nature of the security; indeed, I think more so than they ought to be.

1889. There is great competition for the situation of agents?—There certainly is; every place that becomes vacant is in competition for now.

1890. In general the agents are very respectable men?—I have every reason to believe they are.

1891. In what class of life are they generally?—Sometimes gentlemen, sometimes professional agents.

1892. Do you in any instance employ solicitors?—There are solicitors belonging to the Board, and they do the legal business of the Board according as necessity requires.

1893. Do you employ them as agents?—No, I do not think there is an attorney agent to any of the estates; there were a great many attorneys candidates at a late election of an agent.

1894. What per-centage do they receive?—Five per cent.

1895. Are you acquainted with the management of these estates?—I am, to a certain extent, as a good deal of correspondence with regard to the management of those estates has come before me since I was secretary of the Board; and also a great number of memorials for expenditure of money, lowering of rent, grants of seed, of lime, and hedging, &c., for the benefit of the tenantry; allowances for diminutions of rent by hedging and ditching, allowances for improvements as a set-off against their rents, compensation for cut-out bog, and in fact all the details of the property come before the Board, because the agent is not allowed to exercise (except in one instance) much discretion; he is not allowed to take any decisive step with regard to the management of the estate without consulting the Board.

1896. Then the secretary is in fact the principal agent of the Board, inasmuch as he is the organ of constant communication with the several local agents?—Yes, so far as he is the organ of communication; but I should say he is not an agent; he merely lays before the Board the different memorials, and takes its orders and directions on them, and communicates them to the different agents.

1897. Do the local agents act on an uniform system in the management of the estates?—I cannot say whether they do or do not, for there are peculiarities in each particular estate, and the Board pays a great deal of attention; a great deal of its time is consumed in being what I would call good landlords, and improving the condition of the peasantry, and also the mode of farming.

1898. Does the Board in general erect the buildings of the tenants, and make the first outlay on their estates?—I cannot say what the custom has been hitherto, but I know that latterly a good deal of money has been spent on different estates, in improving the mode of habitation, and also the style of farming, and also the general condition of the peasantry.

1899. Is there a sensible improvement among the tenants?—I believe there is.

1900. Have they ejected many during the time you have been there?—They have not ejected anybody; notices to quit were served in some instances, but it generally happens that the notice to quit has the effect of making them pay.

1901. Are you acquainted with the condition of the houses and farms, or in what state are they?—I am not, except from the constant communication and letters with the different agents.

1902. Are they equal or superior to those of other estates in the neighbourhood?—I believe, as compared with themselves, a sensible improvement is gradually taking place.

1903. Does the Board hold all these estates in its own hands?—With the exception of that of Raphoe.

1904. Is there a sensible difference between the management of this estate, and

and the others?—Yes; I think Raphoe is as unmanageable an estate as can be, and as unimproved.

1905. Do you suppose, if it were in the hands of the Board, that it could be brought to the same degree of improvement as the other estates?—I do not see why it could not be improved, if there was an intelligent resident agent on the spot, but I understand the country is very wild, and the land very poor; there is a great deal of bog, and a great deal of unprofitable mountain land, and the people upon that estate are to a certain extent very uncivilized.

1906. Has the Board taken any means to resume possession of this land?—Not since I have been connected with the Board.

1907. What is the average rental per acre of good land on these estates?—I have not calculated.

1908. You cannot tell?—Not now, but I believe it is let at a fair value.

1909. Have valuations of these estates been taken from time to time?—Yes.

1910. Are they in possession of the Board?—Yes.

1911. Would you hand them in to the Committee?—I can make it my duty to send extracts to the Committee when I return home; the Board are anxious, however, that the tenants should in all instances have a fair interest in their respective holdings; it is the wish of the Board to be good landlords in every point of view.

1912. Do you receive many complaints from the tenants?—I cannot say the Board receives complaints, but it receives a good many memorials for reductions of rent, and sometimes it grants them, and sometimes not.

1913. You have not received complaints against any of the agents appointed by the Board?—No, I never have; when I say I have not received complaints against any agent appointed by the Board, I know there was a dispute with regard to changing one tenant's farm to another, and the Board thought the agent right. It was an estate to which Mr. Evans is agent.

1914. What is your opinion as to the actual position of these estates; are they likely to decrease or increase in value?—It is very nearly, to the best of my opinion, at a fair value, and not likely to decrease or increase much.

1915. Above their present rents?—Yes.

1916. Are they held by leases?—No, with the exception of Raphoe, they are all tenants at will.

1917. Then the sum they produce at present, may be fairly counted upon as the permanent produce of these estates?—I might safely say that would be the outside, for there are arrears in a great many places, not very heavy arrears; generally speaking, a half-year's rent is allowed, but particularly in the Enniskillen estate there are arrears; the tenures are very small.

1918. Is it difficult to collect the rents?—I cannot say, but I should think of course it must be, else there would not be arrears; the rents are paid in very small sums.

1919. Do you consider endowment in land, with all these inconveniences connected with it, an eligible mode of providing for the establishment and maintenance of public institutions?—I think that is a very mixed question, for the Board have a great power of improving, or rather increasing the civilization of the country; and one way perhaps of fitting them to receive instruction beneficially, is to make them comfortable. I think that if you could make them good comfortable farmers, they would be more likely to be made good recipients for education.

1920. Do you not think it affects their permanency and efficiency, subject as it is to the fluctuations to which landed property in Ireland is liable?—The income would be more certain probably if it were vested in the funds; but I think it would be a great loss to the tenantry to lose the Board as landlords.

1921. Has the Board kept a regular rental for any long period of years?—No.

1922. Have you the rental of these several estates for any period of years?—I have not; but I can tell, at least I should be able to furnish the Committee with the amounts for which the different estates were let upon lease, up to certain periods.

1923. Do you consider the accounts to which you have referred as a just criterion of the value of this property at different periods?—I should not, without the amount of fines being ascertained; and for this reason, that the leases expired but a very few years ago, and the rise that has taken place, or the increase of pro-

W. C. Kyle, Esq.

29 July 1835.

perty that has taken place to the Board, in consequence of those leases having expired, have been very considerable: since the Board have got the estates into their own management, they have been much more valuable to the Commissioners and better for the tenantry.

1924. Do you consider that at the periods at which they were relet, the rents reserved were calculated on a fair value of the land?—I have no reason to suppose that when the lands were let by the Board it was not so; valuations took place by proper surveyors, and they were let in consequence of that, as I believe.

1925. What was the mode of letting the land previous to the present arrangements of the Board?—The different estates were held by different trustees for the benefit of the respective masters of the schools.

1926. Were fines taken at the period of their reletting?—I believe they were at the reletting to the trustees, but I have no means of ascertaining except from the reports.

1927. How can you then state it to be a fair criterion of the value?—I mean when they were let without taking fines; no fines are taken now.

1928. Should you be able to distinguish those holdings for which fines were taken from those for which they were not?—The trust leases have all expired; I could supply the Committee with the exact amount of land held by every man, and the rent paid.

1929. Previous to the 53 Geo. 3, the masters or the trustees were empowered to lease the land on taking fines?—They were.

1930. Was it in consequence of the abuses which attended this mode of arrangement that they were prohibited in future from taking them?—I suppose so; I believe that is a matter of public notoriety.

1931. Who were the trustees?—In some cases the primate and some other parties; but in many instances, I find by reports and different public documents, the fines were applied for the purpose of erecting and keeping up the school-house.

1932. Were fines always brought into account?—I do not know; the trustees received and expended it as they thought proper.

1933. Who were the trustees?—There were different trustees by the charter; the first report, I think, specifies them.

1934. Do you know under what Act they were constituted?—The trustees were appointed by the charters granting the land; they were granted to the sole trust and behoof of the masters of the respective schools.

1935. Are you aware if regular accounts were kept by the trustees of their proceedings?—I am not.

1936. Are there no documents in the possession of the present Board of Commissioners which would give information on that head?—It is possible, but I am not aware of it; I do not think there are.

1937. Is any information to be obtained, amongst the records of the Board, relative to the transactions of these trustees, or is it to be found in the several reports just mentioned?—Yes, those reports which are before the public.

1938. You have stated the fines were, in some instances, expended in the building of school-houses; can you give an instance in proof to the Committee?—Yes, in Dungannon; it was endowed with lands five miles from the town of Dungannon, which were let to the master for 796 *l.* 12 *s.*; a fine of 1,235 *l.* had been paid for a trust lease, which was applied to the building a school-house. In 1795 another renewal took place, when a fine of 354 *l.* was also received, which was expended on the building; it was renewed annually for the four subsequent years, at a fine of 23 *l.* 6 *s.* 8 *d.*; the fines of the first two years were applied to the building, but they do not state what became of that 48 *l.* 13 *s.* 4 *d.*: this appears in the first report.

1939. Did the rent continue the same?—I believe so.

1940. Can you tell the Committee in what year the Armagh estate came under the management of the Board?—I think I can tell you when the last lease expired; I think, in the case of Armagh, the last trust lease of the school lands is dated 1811, and expired 1832.

1941. When did the Dungannon fall?—The last trust lease in Dungannon expired in 1831, and the rent reserved by that lease was 999 *l.* 16 *s.* 3 *d.*

1942. On the payment of what fine?—I do not know what the fine was.

1943. Do you know of any valuations of the estates in the possession of the Board made at different periods?—Yes.

1944. Do you know at what periods?—I cannot say at what different times, but they are in the possession of the Board, and I can supply the dates of them to the Committee.

1945. Were they anterior to the constitution of the Board in 1812?—I think not.

1946. Those schools were originally intended, as it appears by the charter of Charles, for free scholars; what is the proportion at present of free scholars in general to the other scholars, in the Royal schools?—I cannot state that without looking to the return; I have a return which will show that for the last five years.

1947. Separating the two?—Yes.

1948. What is the usual sum which boarders pay for tuition in these schools, and what day scholars?—I think that the charge for the day boys varies from eight guineas to 12 guineas per annum; and that of boarders from 35 guineas to 45 guineas per annum.

1949. Is this higher or lower than what is taken in other similar schools in Ireland, for the same course of instruction?—I think that perhaps it is a little lower, but the variation is very small.

1950. It is a little in favour of the Royal schools?—Yes, I think so.

1951. From what class of society are the scholars taken?—From the resident gentry; persons who are able to pay those terms, and who approve of the mode of education, send their children; and there are free scholars in all of them. I believe free scholars have not been refused at any of the Royal schools; some of the masters stated to me that they do not refuse them.

1952. In looking over the returns you have presented to the Committee, it appears the proportion of free scholars is very small in reference to the boarders and day scholars; does that arise from an indisposition on the part of the inhabitants of the neighbourhood to enter the school as free scholars, or from the masters to receive them?—I should think it arose more from indisposition on the part of the parents to make children free scholars, than from indisposition of the masters to receive them, from what information I have been able to collect.

1953. Is there a previous examination required for the entrance of free scholars?—I am not aware that there is.

1954. Nor on leaving the school?—No; I believe they are perfectly free.

1955. If any number of the inhabitants of the neighbourhood applied for the admission of children as free scholars, would the masters consider themselves bound to afford them opportunities of instruction?—I cannot say that.

1956. Do you know any instance of their refusing?—No, not in the royal schools; I never heard of it; I know that some of the masters are of opinion that they are not bound to take free scholars, but I know at the same time some of those who are of that opinion say, that though that is their opinion, they would not refuse it; but I do not say there has not been a refusal.

1957. Does any arrangement occur to you which would induce the inhabitants of the country to send their children as free scholars to these schools?—It struck me, that if the being a free scholar was a reward for talent or industry, instead of being in consequence of poverty, and a certain number of free admissions were limited to each school, then any little pride that might prevent people sending their sons as free scholars would be done away with, and it would be a better arrangement, as being the reward of merit.

1958. You would then recommend, in order to ascertain such merit, examinations previous to the introduction of such free scholars?—I would certainly have a certain number of free admissions limited to each school, and make the obtaining such admission a reward of merit; and then any objection would be done away on the part of parents of other boys, who might dislike their sons associating with the lower classes.

1959. Has that ever been acted on by the Board?—No; and I beg to state it is merely an idea of my own.

1960. Are you aware that distinctions are kept up by the pupils themselves in consequence of their station in society?—I do not know how that may be.

1961. What reason have you to state that the small number of free scholars arises from a feeling of pride?—It is mere matter of opinion which I have formed.

1962. Is it from actually visiting the school and the neighbourhood to ascertain the opinion of the parents?—No; but it has struck me that people in Ireland are too proud, in most instances, to have their children taught free, as conveying the stigma of poverty, whilst the others pay.

W. C. Kyle, Esq.

29 July 1835.

1963. Are there not many schools giving children free education in Ireland which are attended by other children?—Certainly; but those schools are of a different class.

1964. Would not the same feeling that keeps scholars away from the Royal schools, keep them away from others, if there were no peculiar circumstance attending the former?—I think, to a great extent, that would operate on all schools equally; but the lower orders would be likely to avail themselves of free admission to schools of the description last alluded to, who would not send them to a higher class of schools.

1965. You mean, the class of persons in Ireland who would send their children to school for the higher purposes of education, would not choose that description of school?—Yes; scholars who being kept away by the circumstance of their being free schools; I did not wish to convey that,

1966. Is the course of education the same in the Royal schools, where there are few or no free scholars, and those other schools where such opportunities are taken advantage of?—No; they are different classes of scholars.

1967. Do you think, that if the education were such as would suit the poorer classes of scholars, and from which they could derive utility, that that class would avail themselves of the benefits that could be afforded by the Royal schools?—From seeing that those schools where the course of education is almost exclusively English, are attended by a great number of free scholars, and that those which are classical schools are attended by a small number of free scholars, I should be inclined to think, if they made them English schools, and the classical were entirely given up, they would be attended by a great number of free scholars.

1968. Would it not be possible to combine the system of instruction for the two classes, both for the class who paid, and the class who are not able to pay, in such a manner that they might equally profit?—That is a question I have not considered.

1969. Do you think it is owing to pride that there are not many free scholars, or to the system of education?—I think it is in a great degree owing to pride arising in the minds of persons who would avail themselves of that particular course of education.

1970. Are not these schools considered, to a certain extent, as the property and in the patronage of particular districts?—I believe that to be the object of the original endowment.

1971. On what is that opinion founded?—The charters placed them in particular places, and vested the patronage, in some instances, in the burgesses and the mayors of particular towns.

1972. Would not the feelings which the inhabitants of that particular district might be supposed to entertain, be sufficient to neutralize the feeling of pride which you state to be the reason which at present deters them from attending these schools, provided there were no peculiar objection to the system of education?—I did not say pride was the reason; I only stated it as my opinion; but that is a question as to how the balance would lay between their pride and their advantage, to which I could not give an answer.

1973. Take a class not influenced by this feeling of pride, the class of day boys; do they pay?—Some of them pay, and some are free day boys; boarders are not free.

1974. Do the day boys entered in the paper you have given in, pay?—Some of them.

1975. Would you not place those who did not pay in a different class?—Those who are entered in the class of day boys do pay.

1976. Then these boys cannot be supposed to entertain the feeling of pride which you have stated deters many from entering as free scholars in these schools?—I think that perhaps it is pride makes some of them pay, that perhaps cannot afford it.

1977. Is the payment made by the day scholars greater or less, or about the same, that day scholars pay at other schools giving the same amount of education?—Day boys pay more at endowed schools, and receive much less valuable instruction. The masters being independent, raise the fees to exclude those of a certain class, and the neighbouring gentry select the endowed schools for their sons, on account of their exclusive character. They are thought to be more respectable than the schools kept by private individuals.

1978. To what do you attribute the fact, that in so large a district, for instance, as the Armagh district, there should be so few as 20 day scholars in attendance at those schools?—I would beg to refer to my examination on the last day, on which occasion I produced a letter from the master of the Armagh Royal school accounting for it; which letter is taken down in my evidence. I believe it is very much to be accounted for from the circumstance of the fashion of sending boys to school in England.

1979. Are the classes which attend these schools as day scholars the same description as those who send their children for education to England?—Certainly not.

1980. The absence then of a certain number of scholars in England, cannot account for the paucity of the numbers of the day boys in attendance at these schools?—No; I cannot account for it.

1981. Did you ever hear that there was a prejudice against free scholars on the part of the parents of the children?—I cannot say I did; there may be a prejudice against the master, or the cause stated in the question may operate against the school.

1982. You never heard of any other objection?—No. I am not aware that the circumstance of their being free schools has operated as taking away other day boys from them.

1983. Do you know of any other reason?—No.

1984. Supposing that the letter which you have already referred to accounts sufficiently for the small number of day scholars at Armagh, do you think that the reason given by the master of Armagh will equally apply to the school of Banagher, where there are only eight day scholars?—The master of Banagher, to whom I was speaking a short time ago on the subject, said the district in which he was, was not a place where many day boys could be got to attend. I asked him that very question.

1985. You consider the small number of day boys in attendance arises from the badness of the situation?—I cannot say I consider it; he told me so.

1986. The school of Dungannon is situated in a populous district?—Very populous.

1987. How do you then account for the small number of day boys in this district, as well as in the other districts, if the same ground cannot be alleged against Dungannon as against the Banagher?—I do not recollect the number.

1988. In 1830 there were 14 boarders and only 12 day boys; in 1831 there were 73 boarders and 13 day boys; in 1832 there were 58 boarders and 12 day boys, and in 1833 there were 69 boarders and 12 day boys?—I cannot account for it.

1989. What is the salary of the master?—£.400 a year.

1990. What sum does the master charge for boarders?—I believe it is 40 guineas or 45 guineas.

1991. That is the usual price, is it not, of private seminaries?—I believe it varies a few guineas.

1992. The 400 *l.* a year the master receives is absolutely for the education of from 12 to 14 day boys, of whom a small proportion is stated to be free?—That is an inference the Committee are drawing; I am not prepared to draw it; I cannot say that it is a fact. I am not prepared to say that 400 *l.* a year is paid for the education of those 12 boys.

1993. The Board has been in the habit of considering these schools as destined for the education of the gentry of the country, and not of the middle classes?—I cannot say that.

1994. Has the Board taken any measures to increase the number of day scholars or free scholars?—Not that I am aware of.

1995. Have they taken pains to ascertain why the number of free scholars is so small?—Not that I know of.

1996. In point of fact, the education afforded in these schools is for the most part confined to the children of the gentry?—I do not know that they are gentry; they are persons who are able to pay.

1997. It is entirely at the discretion of the master to receive or reject the candidates who may present themselves for free scholarships?—That is a fact on which I am not informed. This point has never been raised since I have been with the Board.

W. C. Kyle, Esq.

29 July 1835.

1998. Is it the opinion of the people of the districts in which the schools are situated, that the power of selecting free scholars is in the master?—I cannot answer that; my own opinion is, if the question were raised before the Board of a refusal, they would interfere.

1999. Is it a disputed question, or an unsettled question, between the Board and the masters, whether or not masters are obliged by the charter to receive free scholars?—I do not know; they may have decided it without my knowledge.

2000. Was not application made for an Act of Parliament to decide the rights of the Board and the rights of the masters?—As to that particular point, I am not aware that it was introduced into the Bills prepared at different times, and submitted to the Secretary for Ireland; that may have been one of the points, but I am not sure.

2001. Do you not conceive it to be one of the very first things that should be decided whether or not the public have a right to avail themselves gratuitously of such means of instruction?—I think it is very probable the Board consider the question as decided, and I am of opinion, but it is merely matter of opinion, that if any well-authenticated case of complaint came to the Board, of the master of a Royal school having refused to take a free scholar, I should suppose they would direct the master to take such scholar; I know it has occurred in the case of the Diocesan schools.

2002. Suppose the master to refuse, would the Board have the power of removing such master?—Yes. If my view of the Board's authority be a right one, I am sure they would, for it would come under the denomination of "misconduct." My opinion is, that the Board do not consider it matter of doubt whether they can remove a master of a Royal school for not receiving free scholars, and the reason why I think so is, that in the case of the Diocesan school of Meath and Ardagh, which is situated in the town of Mullingar, the master was ordered to give public notice, I think in the newspapers, but I am not quite certain of that, that free scholars were admissible, without any restriction, into his school.

2003. Did the master obey?—I think he did; therefore I think the Board do not consider it a matter of doubt as to the Royal schools. I do not think the Board consider themselves without the power.

2004. How do you reconcile that with the correspondence already referred to in the case of Limerick?—I think it was not solely on the point of admitting free scholars the Grand Jury of Limerick and the Board differed, it was also as to the power of removing the master; but I beg to refer to the letters.

2005. In the case of Limerick, did not the Grand Jury insist on the right of presentation of a certain number of free scholars?—They did, they insisted I think on the number of 12. The regulations submitted by the Grand Jury to the Commissioners of Education to be adhered to by them, embrace a great deal more than the right of admitting free scholars. I think there were more regulations than one they objected to.

2006. Has the Board a right to frame regulations and rules for the guidance of the masters?—I think they have, within certain limits.

2007. Has that right been especially conferred by Charter or Act of Parliament?—I think it is regulated by all the Acts of Parliament; there have been several Acts of Parliament regulating the Diocesan schools.

2008. Can you call the attention of the Committee to any clause in an Act of Parliament, giving the Board power to form rules and regulations for the guidance of the masters?—I am not sure that I can; but the Act of Parliament gave the Board the power of dismissing the masters for misconduct.

2009. Is there a difference of opinion between the Board and the masters as to whether the reception of free scholars is compulsory, or not?—I am not aware that that question has been raised directly between the masters and the Board; but my own opinion is, that there is a difference of opinion.

2010. State what is the difference of opinion to which you allude?—I am aware that many of the masters of the Royal and other schools, although they receive free pupils, contend that they are not bound to receive free scholars; but my opinion is, that the Board thinks otherwise.

2011. Do you give that opinion officially as Secretary of the Board; is the Board equally aware of the difference of opinion between themselves and the masters?—I do not give that opinion officially as Secretary of the Board; I gave it as my opinion, and I gave the ground on which I formed that opinion.

2012. You

2012. You give it on the same grounds the Board have to form their opinion?—I suppose so.

2013. You give that opinion officially, as Secretary of the Board?—I cannot say that.

2014. Do you give it from private memoranda which you have not laid before the Committee?—I am stating a fact I heard given in evidence, and which I know is in the minutes of the Board, and from which fact I myself drew my own inference.

2015. Consequently it is equally accessible to the Board?—Of course.

2016. This right being disputed, has the Board taken any means to place it beyond question?—I think they did in the case of the Diocesan school, and I stated the fact, that by their direction orders were given to the schoolmaster of Meath and Ardagh to publish a notice, that he wasbound to receive free scholars, therefore I think the Board have that opinion. That is the only instance that I know of, and I am not aware now of the reason that induced the Board to issue that order, whether in consequence of a direct refusal by the master to receive free scholars, or in consequence of private information given to the Board.

2017. Have they taken measures generally in the rest of the schools, to put that question out of doubt?—I am not aware that they have.

2018. There is a difference of opinion between the masters and the Board as to the right of receiving or rejecting free scholars; the Board is officially acquainted with this difference of opinion, and yet has taken no steps to determine it, except in the instance stated?—I did not say there was a difference of opinion; I say I think there is a difference of opinion.

2019. Have you read the Act of Parliament, the 53 Geo. 3, c. 107, s. 16, which says, "And be it further enacted, that in case of the disobedience of any order or regulation of the Commissioners under this Act, or of any other persons acting as visitors under their authority, made respecting the said schools of private foundation, whenever it shall seem expedient to the said Commissioners that an application should be made to the Lord High Chancellor, or to the Commissioners for the custody of the Great Seal of Ireland for the time being, for the enforcing of any order or proceeding of the Commissioners under this Act, for the better regulation or management of any such endowed schools of private foundation in Ireland, as well as of any of the other schools already described in this Act, it shall and may be lawful for the Commissioners under this Act to make a summary application by petition to the Lord High Chancellor, or to the Commissioners for the custody of the Great Seal, praying that an order may be made by the Lord High Chancellor or Commissioners for the custody of the Great Seal on the subject of such application, whereupon it shall and may be lawful for the Lord High Chancellor, or the Commissioners for the custody of the Great Seal, upon such summary application to make such order and to give such direction respecting any such endowed school in Ireland, of private foundation, as to him or them shall seem fitting and expedient for the purposes aforesaid, or any part thereof, and to direct that the costs of such application shall be paid out of any fund or funds appropriated to the use or benefit of the school respecting which such application shall be made as aforesaid: provided always, that in all cases in which an application shall be made to the Lord High Chancellor or Commissioners for the custody of the Great Seal, by the said Commissioners under this Act, whensoever it shall appear to the Lord High Chancellor, or Commissioners for the custody of the Great Seal, that the management of any such endowed school of private foundation, or the misapplication of its funds and revenues, are so great as to render the directors, managers or trustees thereof unfit to continue to have the management of such endowed school of private foundation, or the direction or application of the funds and revenues thereof, that then and in such case it shall and may be lawful for the Lord High Chancellor, or Commissioners for the custody of the Great Seal, and they are hereby empowered to declare and decree such directors, managers or trustees to be removed from the trusts of such endowed schools of private foundation, and the management thereof; in which case the Lord High Chancellor, or Commissioners for the custody of the Great Seal, may further direct that the execution of the said trust or trusts shall devolve upon and be vested in the Commissioners under this Act, or be provided for in such other manner as the Lord High Chancellor, or Commissioners for the custody of the

the

W. C. Kyle, Esq.

29 July 1835.

the Great Seal, shall, by his or their order, think fit to direct; which Commissioners under this Act, and their successors, or the other persons on whom the trust or trusts shall so be decreed to devolve, shall in that case have the funds and revenues, direction and management of the said schools vested in them"?—Yes.

2020. Are you aware that in the 12th section of the 53 Geo. 3, there are these words, "And be it further enacted, that it shall and may be lawful to and for the said Commissioners under this Act, from time to time and at all times, to order and direct that any sum or sums of money belonging to any of the said schools, the estates belonging to which are vested in Commissioners under this Act, shall be laid out and invested in such Government funds and securities as such Commissioners shall from time to time think proper; and that such share and proportion as they shall think proper of the issues and profits of all funds or estates applicable to the support of each and every or any of such schools, shall be paid and applied to and for the sole use and benefit of the schoolmaster of such school for the time being; and if it shall appear to the said Commissioners, that one or more under-master or under-masters are necessary for any such school, then it shall be lawful for the said Commissioners to order and direct that such other share or proportion, or shares or proportions, of such issues and profits as they shall think proper, shall be applied to the sole use and benefit of such under-master or under-masters respectively; and as to such parts of such issues and profits as shall remain after the payment of such salary or salaries to such head-master or under-master or masters, it shall be lawful for the said Commissioners to order and direct that thereout such yearly or other sum or sums as shall be or be deemed necessary for the purpose, shall be applied in or towards the purchasing, procuring, building, enlarging, repairing or furnishing the school-house, together with the grounds, houses or other appurtenances and accommodations necessary or useful for or towards the convenience and proper keeping of a school therein, according to the powers hereinafter given to the said Commissioners; and if any residue of such issues and profits shall remain after such yearly and other sums as shall be found or deemed sufficient for the several purposes as aforesaid, then it shall be lawful for such Commissioners to order and direct that such residue shall be applied to the supporting, maintaining and providing of such and so many free scholars, according to such arrangements, and in such sums, shares and proportions, as shall be directed by any such order or orders, and to the endowment of such and so many exhibitions to Trinity College, to be held by such persons, and under such regulations and restrictions, as to the said Commissioners shall seem proper"?—Yes, I am aware of the Act.

2021. You can have no doubt, that under these words the right is in the Commissioners of appointing free scholars?—I have no doubt on my mind.

2022. In consequence of reading this passage, you have formed your opinion?—Yes.

2023. Did they ever consult the attorney-general on the question?—I do not know; they may have done so, but I cannot say. I would beg to suggest respectfully to the Committee, that from the shortness of the time I have been connected with the Board, I have not been so well prepared either with facts or opinions as I could wish.

2024. You suggested in a former part of your evidence, that if a certain number of free scholars were admissible to each school, and admission were made a matter of competition, it would considerably improve the present system. Is any arangement adopted at present in any of these schools analogous to that which you have suggested to the Committee?—I am not aware that there is, and the idea I gave merely as my own.

2025. Are scholarships given in any of the schools as a reward for merit; are exhibitions attached to any of the schools, Royal or Diocesan?—There are exhibitions in Trinity College attached to the Royal schools, and also at the Royal school of Enniskillen; there are four exhibitions for the foundation scholars while the boys remain at school.

2026. Are these exhibitions given at the recommendation of any party, or by public competition?—The exhibitions in Trinity College are given after the public examinations, which are conducted by the fellows of the College, appointed for that purpose by the provost, who reports on the respective merits of the candidates to the Commissioners, and they decide in consequence of that report.

2027. You

2027. You are speaking of the exhibitions generally?—No, I allude to those in Trinity College.

2028. But as to the scholarships in the schools?—I believe they are appointed after an examination at the school, but I am not certain; none have been appointed since my time.

2029. What are the exhibitions in Dublin College belonging to these schools?—There are, belonging to some of the Royal schools, 100 *l.*, to be divided in such shares as the Primate should direct, for boys entering Trinity College, Dublin, from Armagh; also, belonging to Armagh, five exhibitions of 50 *l.* each, to be held for five years by students of merit entering from that school; attached to Dungannon are five exhibitions of 50 *l.*, and five of 30 *l.* each annually for students of merit entering Trinity College, Dublin, from Dungannon; and attached to Enniskillen there are five exhibitions of 50 *l.* and five of 30 *l.* for students of merit entering Trinity College, Dublin, from Enniskillen; there are also attached to Enniskillen four exhibitions of 20 *l.* each while at school, and to become 40 *l.* when in Trinity College, Dublin.

2030. Do you know any reason why the systems of scholarships and exhibitions should not extend to other Royal schools?—The Board was anxious to extend them to other schools, but the Attorney-general's opinion was taken on the point, as to whether they had a right of granting the funds of one Royal school to establish exhibitions for boys entering Trinity College, Dublin, from another of the Royal schools. The Attorney-general's opinion was decisive that they could not appropriate the funds of one Royal school for the exhibition of boys to another Royal school.

2031. It appears then that some of the schools have privileges not enjoyed by others?—Yes.

2032. Is any qualification requisite in the way of birth, or district?—No; I believe the only qualifications necessary for candidates for those exhibitions which have been established by Trinity College, Dublin, is the boys having entered the College from those particular Royal schools to which the exhibitions are attached, and also their being reported by the examiners appointed to examine them.

2033. Are boarders equally eligible to exhibitions?—I am not aware that any distinction has been made; I do not recollect. I suppose they are.

2034. Is any religious qualification necessary?—None that I am aware of.

2035. Do you think it a judicious arrangement that exhibitions should be confined to particular schools?—I think it is good for the particular royal schools to which they are attached, because it has the effect of bringing boys to them.

2036. But it is injurious to all the others in proportion?—Yes, I think so.

2037. Would it not, generally speaking, be more advantageous, if those funds should be considered as applicable to the whole of the schools, and not to any special school?—Yes.

2038. You are of opinion that, if exhibitions are to be founded, they should be opened generally to the pupils educated in any one of the schools?—I think so.

2039. Has the Board, under the Attorney-general's opinion, thought they had the right of applying the surplus of one school to the maintenance of another?—In point of fact the Board, under a particular Act of Parliament, has the power of borrowing from one school for the benefit of another, and then the school borrowing repays it; but they cannot allocate the funds of one Royal school to another Royal school.

2040. Do you think the system of exhibitions, generally speaking, is of advantage to the schools of the description we are speaking of, or would you not recommend diminishing the price of admission to these schools, and thus opening them to the great body of the middle class?—I do think it would be more beneficial to the public if the masters of those schools where large endowments for the masters exist were bound to receive scholars at a lower rate.

2041. You think then, that by lowering the fees paid by the scholars, and converting any surplus to other purposes of education instead of exhibitions, the public would be more generally benefited than by the present system?—Certainly, with regard to the day boys, but I do not know that you could lower the price of feeding and educating the boarders. The charge for them is a compound charge, for board and education and all, and I do not know in what proportion for the one or what for the other.

W. C. Kyle, Esq.

29 July 1835.

2042. In almost all these schools the superiority in point of numbers is in favour of the boarders?—In the majority of them, I believe.

2043. In many cases it is found that though the fees of the boarders are high, and the number of boarders considerable, that still a large salary is paid to the master?—It is so.

2044. Do you think the efficiency of the Royal schools would be diminished by lowering the salary of the Master?—I am not prepared to say the efficiency would be diminished.

2045. On what grounds?—Because I have seen that in many schools the emoluments arising from the school, and the benefits of the school where there are no endowments, are sufficient remuneration to the masters. I know many very excellent schools where there are no endowments.

2046. If the salary of the master were considerably lowered, a very considerable surplus would be obtained from most of the Royal schools, for the other purposes of education?—A very considerable surplus would, I should think.

2047. Might not that surplus be advantageously applied in improving and extending education to the middle classes?—I think any surplus might, decidedly.

2048. Could you point out to the Committee any mode by which it could be so applied?—I think that giving the Board the power of building schools, for the benefit and instruction of the people on different parts of their estates, would be advisable.

2049. You have stated that you think the efficiency of the masters would not be impaired by a diminution of their present fixed salaries; is it your opinion in reference to that point, that the masters should rather depend for their emoluments on the number of boarders, and the fees and advantages derived from these boarders, than on the present fixed salary?—I would certainly prefer making the master's emoluments depend on his having a large school, rather than upon a large fixed salary.

2050. You consider his being so dependent would tend to greater zeal and exertion in the cause of education generally, than where there was a salary to so large an amount as that usual in these schools, or a fixed salary?—Certainly; 'tis human nature.

2051. As to the application of the surplus, in what way would you appropriate it to the extension of education?—I would locate schools in different places. Applications have been laid before the Board for grants to build schools on different parts of the estates of the Royal schools, where the opportunities of obtaining education were deficient for the lower classes. The question was mooted before the Board, the opinion of the Attorney-general was taken, whether the Board could allocate the funds of the Royal schools to found any kind of school except what is called a grammar school; the Attorney-general's opinion they think so satisfactory as to save them harmless, and nothing has been done.

2052. Was there any application to Parliament to extend their powers?—No; this only occurred the other day.

2053. For what class of persons were these schools designed?—The farmers and that class of society were the people to be benefited by these proposed schools.

2054. They were therefore elementary schools?—Yes; they were intended to be so

2055. Would it not be more in the spirit of the original institution, and perhaps more beneficial to the community, that schools intended for the middle classes should be founded with any surplus that might be available for the purposes of education?—I do not know that it would, for in those places where those schools were wanted, and the applications come from the inhabitants, are more of that class of society which wants the common rudiments of education, such as reading and writing, and arithmetic.

2056. Is it not well ascertained that no branches of education are so deficient as the branches intended for the middle classes?—I do not know; I should think all the schools which give what is called an English education would be useful to the middle classes.

2057. What is called an English education is limited to reading, writing and arithmetic, with occasionally a little geometry; would you limit the education of the middle classes to that?—No, but I would respectfully say, I do not think the English course of education is so very limited.

2058. What do you understand by it?—Gauging, surveying, mensuration and arithmetic, fractions, algebra to a certain extent, and reading, writing, arithmetic and a slight knowledge of history.

2059. Any

2059. Any geography?—Yes, certainly; geography also.

2060. Do you think that course of education would be sufficiently extended for the education of the middle classes?—A great deal would, in my opinion, depend on whether those persons are destined for a particular line of business or profession; the education might be a good deal suited to the different lines of life the scholars were intended afterwards to follow.

2061. Do you see any objection to the applying such surplus to the foundation of such institutions or schools, as those of Royal schools, in other parts of Ireland?—I do not.

2062. Provided the funds were adequate?—I do not see any objection.

2063. Do you think that if those reductions which we have suggested in the salary of the masters were made, a considerable surplus would accrue in time, so as to allow the Board to found such schools in different parts of Ireland?—A surplus would arise of course by the reduction, but the amount of it would depend on the proposed reduction; the more you reduce, the greater the surplus would be.

2064. From your acquaintance with the middle class, do you think they would avail themselves of an extended course of education?—A great many would.

2065. Are you acquainted with the course of education pursued in the Royal schools?—Yes, from the returns made by the masters; I have set it forth in the table I intend to hand in.

2066. Can you give the Committee a general outline of the course of education usually pursued in those schools?—At the Royal schools there is what is called the general classical course, for the entrance at Trinity College, Dublin; in some cases that is extended by a greater knowledge of Greek and Latin than is then absolutely required; at most of them also Hebrew is taught, also French, and are taught, in almost all of them, music and dancing.

2067. In what school?—In several; it is taught to such boys as choose to learn it.

2068. They are allowed to learn it?—Yes; they are also taught algebra, geometry and mathematics.

2069. But the education given is, generally speaking, a classical education?—Yes, and there is a good deal of science taught too.

2070. What is the science course?—Euclid; one or two books of Euclid, some logic and algebra.

2071. Chemistry or Natural Philosophy?—No, not in any of them that I know of.

2072. Political Economy and Natural history?—No, not in any of them.

2073. The application of Chemistry to the arts, manufactures, or agriculture of the country?—There is nothing of mechanics, or those departments of science taught in any of them.

2074. The education appears to be, at most, exclusively calculated to prepare for the University?—I think it is very much so, but a little extended in some cases.

2075. Is there not a very large class of the community in Ireland who are not intended for learned professions, and who do not frequent the University?—Certainly.

2076. They therefore have but little occasion for a course of study which is exclusively designed to prepare for the University?—I think so, but still they benefit by it.

2077. There are many of course in those classes who require an education destined for their particular purposes in after life?—I think there are many persons who would be greatly benefited by an education adapted to the purposes of after life.

2078. Are there any public schools where such education is easily attainable, an education adapted to the purposes of after life, such as those of an engineer, a mechanic, or others engaged in the pursuits of agriculture and commerce?—I think not; I am not aware of any.

2079. Would it not be highly desirable that such education should be provided for these classes?—I think it would be very advantageous.

2080. Do you think this could be obtained by extending the course of study in the Royal and Diocesan schools?—I think it could.

W. C. Kyle, Esq.

29 July 1835.

2081. Do you see any objection, either as it affects these institutions or the public?—Quite the contrary; it would, in my opinion, be beneficial to both.

2082. Do you think the expense would be increased by such extension?—Not much.

2083. What do you suppose would be the number of additional masters required for this purpose?—I am not prepared to say; I think a little additional expense would have to be met in each case.

2084. By the reduction of the salary of the principal master, and the application of a portion of such salary so taken from him to the other masters, you think this purpose could be accomplished?—I think so.

2085. If such a course of education were known to the public to be adopted in these schools, do you think that the number of scholars would be materially increased?—I should say it is very natural to suppose so.

2086. So that the master, though his salary were reduced, would by the increase of such scholars be more than compensated for such reduction?—If the boys were made to pay, for I am not contemplating free scholars.

2087. Supposing education were extended to a greater variety of subjects, particularly to scientific pursuits, is there locally, in connexion with the Royal schools, any body of persons to whom you would confide the examination of the masters?—I am not aware that there is locally.

2088. In no instance?—In some cases there are scientific country gentlemen who might attend to it.

2089. But in the towns?—Yes; there may, but I am not certain.

2090. Would it be possible, through the means of the University of Dublin or any other means, to provide a proper examination of the candidates; or does any mode occur to you, either through the University of Dublin or through any similar institution, whereby you could ensure such examination?—I think you might easily have a court of examiners in the University, to select competent masters.

2091. Would not a course of education for teachers be a better guarantee than any examination of their competency?—It might be so; a great deal depends on the methods of teaching.

2092. Are the present masters invested with any power over the ushers; are the ushers removable at discretion?—I believe so; the masters at the Royal schools have a great many ushers not paid by the Board.

2093. There are two description of ushers, one paid by the Board, and another paid by the master?—Yes.

2094. Have inconveniences arisen from that distinction?—There may have been, but I am not prepared to answer it; I do not know of any.

2095. Which do you think to be the better arrangement, that the master as well as his usher should be under the jurisdiction and power of the Board, or that the master should have the power of choosing his ushers as he thinks proper?—I should have them all under the power of the Board. I think, practically, the Board appoints and pays what are called the head ushers, those who belong to the French and English departments; writing and dancing masters should be appointed by the master, and paid by him.

2096. Is the master subjected to any examination previous to his appointment?—No; the Lord Lieutenant appoints the master, generally speaking, on the recommendation of others.

2097. Is the Board called on to give any opinion on the competency or character of the master, before the Lord Lieutenant is called on to appoint?—No, I am not aware that it is.

2098. Do they ever recommend?—I do not know that as members of the Board they do; as an individual I know some have recommended masters.

2099. Do the masters recommend the ushers to the appointment of the Board; have you met in the course of your duties any recommendation of the kind?—Not since I was acquainted with the Board; I believe the master recommends to the Board, and the Board appoints on that recommendation.

2100. You stated in the former part of your evidence there were no regular Inspectors?—There are not; the Board has the power of appointing any one as visitor; they can appoint any person at any time to go to the schools.

2101. Are the masters required to furnish annual or periodical reports?—They are.

2102. What

W. C. Kyle, Esq.

29 July 1835.

2102. What is the nature of those reports?—They specify the number of boys attending them, generally speaking; they distinguish between the boarders and day scholars, specifying the course of education; and there is a column for miscellaneous observations.

2103. Are the reports in general ample?—No, generally speaking, the contrary.

2104. They are rather returns?—Yes.

2105. Are the masters required to keep minutes of the proceedings of their schools?—I am not aware that they are; and I believe, in point of fact, they do not.

2106. What means then have the visitors, when appointed by the Board, of ascertaining the manner in which the school is conducted at any particular period?—They may summon witnesses, and examine them on oath, either schoolmasters, the ushers, or any persons in the neighbourhood, and report to the Board. I am not aware that the masters keep a minute book of their proceedings or management of the schools.

2107. Do you conceive the Commissioners are empowered to pay more than the actual travelling expenses of the visitors?—Not more than the actual travelling expenses, I believe; I was sent myself down to visit a school.

2108. Do you think there is a sufficiently constant check on the conduct of the masters, under the present constitution of the school?—I think so, if it were properly exercised; I think, if the visitations were more frequent, it would be more beneficial to the schools.

2109. And at uncertain periods?—Yes.

2110. And frequently during the year, you think they would be a strong stimulant to the industry and activity of the masters?—Yes.

2111. Who are the persons who have been practically authorized by the Commissioners to inspect, or to visit?—Generally speaking, the secretary.

2112. Do you think, if there were a considerable increase in the attendance of the scholars from the middle classes, that the sons of the higher class, or children of the higher class, would discontinue their attendance?—I think practically it might have that effect; I do not say it would.

2113. You do not find that to be the case in other institutions, in the University of Dublin for instance, where there are pupils from all classes of society?—The habits of boys are formed very much when at school; and practically speaking, the parents would, I think, wish their children to associate with those who would be their companions in after life. Many persons send their children to schools where they may have opportunities to form connexions that may be useful to them in after life.

2114. Do you not suppose, that the upper classes, from their wealth and superior means, could obtain for their children abundant opportunities of education, without sending them to these schools of public endowment, and that these latter schools might be more advantageously applied to the wants of the middle classes?—Perhaps it might be so.

2115. Assuming this to be the case, ought it not to be the object to extend these advantages to the middle class without prejudice to the interests of the higher?—That appears to be the result of my opinion.

2116. Do the Board of Commissioners consider themselves empowered to prescribe any particular mode of education in any of these schools?—Yes, I think they do.

2117. Are you acquainted with any exercise of that power?—Yes; at a visitation of one of the Royal schools, which took place at Dublin, a master was summoned up to be examined before the Commissioners; I was desired, as the organ of that body, to direct him to pay more attention to the particular parts of his course.

2118. Do you mean to state to the Committee, that in point of fact, the Commissioners point out the system of education to be adopted in the various Royal schools, varying the system according to the school?—I cannot say, varying it from one to the other; practically they do point out the course, I think, inasmuch as they get a list of the books that are read; and if they find they are not in conformity with their wishes, they would, I suppose, interfere.

2119. Would the Commissioners pursue the same course with respect to the Royal schools?—If they found in their opinion the masters did not conform to what was their construction of the charter, they would interfere, I think, to get that charter made efficient.

W. C. Kyle, Esq.
29 July 1835.

2120. Is the Committee to understand from you, as far as your knowledge goes, that the practice of the Commissioners has been rather to determine the kind of education, or to enforce what they conceived to be the meaning of the words of the charter?—I should say to fix the kind of education.

2121. Would they think themselves justified in extending the education prescribed by the charter?—I do not see anything to prevent them; I think they would be justified within the limits of the charter.

Veneris, 31° *die Julii*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

William Cotter Kyle, Esq., called in; and further Examined.

W. C. Kyle, Esq.
31 July 1835.

2122. YOU have given the Committee a general outline of the education pursued in the Royal schools; are you acquainted with the circumstances of each school?—I could give a detail, certainly, with regard to each school, of many of the circumstances connected with it; and I purpose doing that, by supplying to the Committee a Table, setting forth, in one view, the different circumstances connected with these schools.

2123. Does the Table of which you speak embrace the endowment, the funds, the management, and the course of education, in each of these schools?—The Table which I have prepared did, I think, give a great deal of information on those different subjects; but it appears, on submitting it to the Committee, that it was not exactly drawn up according to the form they wished, and I would respectfully beg leave to withdraw that for the present, and alter it so as to meet the wishes of the Committee in every way, and so as to make it give more particular information on the different points which the Committee requires.

2124. Are you acquainted with what was the state and course of education pursued in these schools previous to the Act of Geo. 3.?—I am not particularly acquainted with the course of education which was then adopted in those Royal schools.

2125. You are asked as to the course of education and the other circumstances connected with the management of these schools?—I believe they were, generally speaking, classical schools.

2126. The question does not limit itself to instruction; it extends to the management, the funds, and the conduct of the school, as well as to the course of education pursued?—The information which I could supply to the Committee would certainly be much more complete subsequently to that period; but a great deal of the information the Committee point at is to be found in the public printed Reports of the Commissioners of Education.

2127. Is it your opinion that there has been a considerable improvement in these several schools, in each of these particulars, under the administration of the present Board of Commissioners?—I have been but a very short time secretary to the Commissioners; but from what I have seen, and indeed from what I know, from observation when not connected with the Board, I should say that these schools have improved in all these different respects. I speak that as much from my knowledge before I had any connexion with the Board, perhaps, as since.

2128. What improvement, for instance, has taken place in reference to the management of the funds?—That I cannot say, because it is only within a very short time that I have known anything about their funds, and it takes 12 months for the machinery of that Board to go round, if I may use the expression. I never have had the making up of the annual accounts as yet; they are made up at the latter end of the year, and I have not been in office at that period of the year; that is one reason why I have not been able to furnish the Committee with the accounts made out in the form they pointed to. I merely gave copies of the annual abstracts, as my predecessor had been in the habit of supplying them to the Board.

2129. But you are acquainted with the mode in which lands were leased, and in which the rents were generally lavished, under the former administration of these schools, and you have had opportunities of comparing them with the mode in which

which both are managed at present, though you have not actually made up the accounts yourself?—I am well aware that the lands belonging to these several school estates were leased to trustees for the benefit of the masters, and that having been found to be a bad system, the leases were not renewed, but were allowed to expire, and the Board then got the management of the estates into their own hands. Of course they would not have done so unless they had been of opinion that the other was a bad system.

2130. The 53 Geo. 3. is thus an interference in some degree with the original charter?—I do not know that it is.

2131. You have stated that the rents were originally received by third persons in trust for the masters; at present they are under the administration of the Board?—I do not know whether it was compulsory upon the trustees to renew the leases or not. The trustees, perhaps, might have held them in their own hands; but on the whole I should say, the answer to that question would be giving an opinion in point of law.

2132. Are the trustees at present empowered to grant leases, taking fines, as they formerly were under the charter?—I have not got the words of the Act before me, or in my recollection, but reference to that Act would settle the point.

2133. In point of fact, the present Board of Commissioners do not admit in practice the taking fines for leases of land?—They do not; the present Board has never done it, I believe.

2134. You consider this to be a much better arrangement for the benefit of the schools than the former practice?—I certainly do; I think it is better both for the public, as far as education is concerned, and for the tenantry, as far as they are concerned.

2135. Are you aware of any other mode in which you would say the funds are lavished?—I beg respectfully to say that I did not answer that part of the question which stated that the funds were lavished.

2136. Are you aware of other practices, besides the heavy fines that were taken for land, which may be considered as abuses in the administration of the funds, previous to the Act of the 53 Geo. 3?—I cannot say that I am. If they exist, I suppose they will be found in the published reports. I am aware some cases are stated in those reports; but not having seen the evidence on which those reports are founded, I would not wish to give an opinion about them.

2137. Have you visited any of these schools?—Yes, I am acquainted with several of them, and have casually visited them before I was connected with the Board.

2138. Did it appear to you that the schools you visited were in a good state of repair?—I should say that they were; and I should also say they were capable of being made very valuable establishments to the country.

2139. Are they sufficient for the accommodation in general, so far as your knowledge of them goes, of a greater number of pupils than what they actually contain?—I should say they are capable of accommodating more boys than are at present at them, with the exception perhaps of Dungannon. I fancy that is tolerably full.

2140. Do the boarders reside in the schools, or in buildings adjacent to the schools?—In part of the same buildings; there are dormitories, which are part of each school-house.

2141. By the charter there is no right given to the master to take boarders?—I do not believe there is; I do not think the word "boarders" is mentioned one way or the other.

2142. Would you think it a better arrangement that the boarders should be quartered in buildings adjacent to the school, and that the school should be applied to the reception of day scholars and free scholars?—I fancy there is in all these schools plenty of accommodation for the day scholars as they now stand.

2143. If it should be thought judicious to enlarge the establishments, or to open them to a greater number of pupils than frequent them during the day, would you think it contrary to the rights of the master that he should be required to place his boarders in other buildings adjacent to the school, instead of their being received in the school itself?— I do not see anything contemplated by the charter with regard to that.

2144. It would not be an infringement of any positive right guaranteed to the masters?—I do not see that it would. The adjacent places might be considered as part of the school.

2145. Are all these schools regulated by the same system of discipline?—

W. C. Kyle, Esq.

31 July 1835.

I should not say they were exactly. Probably a good deal depends upon the method or style of teaching of the individual masters of these schools.

2146. No rules are prescribed by the Board for the regulation of their discipline?—None that I am aware of.

2147. Nor any code of education of any kind, either in reference to instruction or discipline, ordered by the Board?—There is no course pointed out distinctly.

2148. It is left solely to the discretion of the masters?—No, not altogether, I think, for the master makes reports to the Board of the books he teaches, and in that way I take it the Board does, to a certain extent, point them out; and if it was thought not to be a proper course, I think the Board would interfere.

2149. Do the masters make reports of prizes granted?—Generally speaking, when the lads obtain honours in the University, the masters are anxious to put it forward, and frequently allude to it in their annual returns; but as to examinations and premiums, they are advertised in the newspapers by the masters.

2150. Is that usual?—It is general to all schools of every description in Ireland, where there are quarterly examinations or half-yearly examinations. It is a sort of puff of the school.

2151. Are quarterly examinations held?—I think they are more generally half-yearly.

2152. What time do the vacations last?—I cannot say accurately, but I believe generally about a month at Midsummer, and a fortnight at Christmas; but I never asked the question of those schoolmasters.

2153. The school at Carysfort is distinguished from the other schools as an English school, is it not?—It is.

2154. Has it been found judicious to retain this character; would it, in your opinion, be advisable to raise it to the level of the other schools?—I think it would not be advisable to raise it.

2155. On what grounds?—From the great number of boys and girls attending it, constituted as it is at present.

2156. Is it the only Royal school of the kind?—It is.

2157. Has it been found more difficult to manage than the other schools?—I cannot say; to a certain extent, perhaps. As I mentioned before, there was a visitation held upon the master, by the Board a short time ago.

2158. Were you understood to say there was a precisely uniform system prescribed to the teachers of the different Royal schools?—I did not say there was any precise system adopted. I think the only course is the entrance course for College; that is the course the Board approves of, with such variations as the master thinks proper to adopt, and likely to be beneficial to the school.

2159. Are you acquainted with the school of Bannagher?—No, I am not; I have never seen it. The only four Royal schools I have ever seen are Cavan, Enniskillen, Armagh and Dungannon; indeed, I can scarcely say I saw that at Dungannon.

2160. You mentioned in the former part of your evidence that most of these schools were built by funds advanced from the Consolidated Fund, and that these advances were repaid from the funds of the school afterwards?—I cannot say most of them; some of them were.

2161. Are the buildings executed generally by contract, or by a particular architect in the employment of the Board?—No case of the kind has occurred since I have been secretary; but I know the Board generally employs the district architect that had been employed by the Board of First Fruits. Everything is done by estimate, submitted to the Board, and then the architect has to state his approbation of it, and securities are entered into for its due execution.

2162. Have you heard of any complaints made of the manner in which these works have been executed?—I have heard stated by the Chairman of this Committee, since I came to London, one very particular case.

2163. But have you heard of no other?—I do not think I have. There have been occasional applications for repairs and matters of that sort, which are always attended to by the Commissioners. In the case of Cavan, which I alluded to in my last answer, there was an application the other day with regard to some of the chimnies smoking, or something of that kind.

2164. Do the masters apply to the Board for every little improvement or addition to the buildings which may be requisite, or do they execute them on their own responsibility?—My experience is that they must apply to the Board for the smallest details, even panes of glass broken by storms.

2165. Does the Board outfit furnish the school-house?—No, the Board does not.

2166. The masters must furnish them?—I suppose so, as I am not aware that the Board has ever furnished any school-house.

2167. Do they fit them out in any way; with apparatus or models, or any school articles of any kind?—In the case of Carysfort they gave books, and I believe some materials, slates, and things of that kind; but I do not know that they fit up with desks.

2168. Was any application ever made by masters or scholars for school articles, mathematical instruments, or apparatus for natural philosophy, or any other department of science?—I cannot say there was, but there is something running in my mind that there has been such an application. I have a vague recollection of it.

2169. Are there libraries attached to these schools for the use of the pupils?—I believe there are not.

2170. You have stated that the buildings are all in good repair, as far as your knowledge goes, and many of them recently erected?—I should say that they are in good repair; for this reason, that the Board is in the habit of keeping them in repair, and the masters would not be slow in mentioning any want of repair.

2171. In case of any surplus of the funds is it to be apprehended that there will be any draw upon them for the purpose of building schools for some time to come?—There are four or five cases, as I mentioned the other day, where applications have been made, and the Board are very anxious to apply the surplus to the purpose of building some school-houses.

2172. You are asked as to Royal schools; is not every Royal school provided with a good school-house at present?—It is.

2173. In perfectly good repair?—I have no reason to think otherwise.

2174. Therefore any surplus that may accrue of the funds will not be called for, for the purpose of building school-houses?—I should think not; they are occasionally wanting repair and insurance, and different things of that kind.

2175. Have you any idea of the probable annual surplus,—in the ensuing year, for instance?—I have never made up the yearly accounts, and cannot say; but the Table would show what funds are in hand at the end of each year, and that I take it for granted would supply the Committee with the information they require.

2176. Are the masters promoted from one school to another; is there any gradation in the schools?—I do not know that there is.

2177. The system of promotion is not adopted?—I am not aware that it is.

2178. Not for good conduct?—I am not aware that it is.

2179. From what class are the masters generally taken?—Men of the highest education and acquirements.

2180. Is it required that they should have passed through the University, and taken any degrees?—I am not aware that it is. The Lord Lieutenant's patronage is, I believe, quite unfettered; but I should say, generally speaking, that they are persons who have taken very high degrees; many of them have been Fellows of the College. Dr. Miller, the master of Armagh, was I believe a senior Fellow, a very eminent and distinguished man; and Mr. Darley, the master of Dungannon, had been a candidate for fellowships.

2181. Does that arise from the situations being very lucrative, or from their conferring high literary distinction?—I should think they sought the situation more for the emoluments attached to their office than for honour and glory.

2182. If the salary were diminished, should you apprehend an inferior class of teachers would be appointed to these schools?—Certainly.

2183. On what grounds?—I do not think there would be the same inducement for eminent men to devote themselves to so laborious a profession. At present they have a certainty, which may induce them to undertake the duty, and I think that was the object of the original charter. Education was difficult to be extended in the country, and the object was to induce men of talent to settle in those districts.

2184. The salary paid by the scholars is not the chief inducement?—Not sufficient to induce a man of high character and acquirements to give up his profession.

2185. The inducement is not exclusively the salary they receive from the Board of Commissioners?—Certainly not; that would not be a sufficient inducement for such a class of masters.

2186. If the salary were reduced, but at the same time the number of boarders or other scholars were considerably to increase, thus keeping up, or even augmenting the school fees, do you think the same class of men would not be inclined to

Wm. C. Kyle, Esq.

31 July 1835.

compete for it as at present?—It is a difficult question to answer; I do not know that you would get the same class of men. I think you procure a higher class where the endowment is large; they are not so much dependent.

2187. Do the rules of the Board in any way regulate the sum to be taken by the masters from scholars individually?—No.

2188. There is in consequence a considerable difference between the different schools?—I do not think there is a considerable difference. As I stated before, I think the charge for boarders varies from about 35 *l.* to 45 *l.*, and that for day boys from 8 *l.* to 12 *l.*

2189. Does that arise from the admitted superiority of some schools over others?—There may be something in fashion. It is optional with parents to send them to different schools; and some masters may consider themselves justified in charging higher than others.

2190. There is no religious qualification required, you are understood to say, for the situation of master?—I am not aware of any; I believe all the masters are members of the Established Church, but I am not aware that the charter makes any distinction.

2191. There is nothing which would preclude a Roman-catholic or a Presbyterian from being master of one of these schools?—I am not aware of anything.

2192. It would not be judicious, however, to appoint a Roman-catholic schoolmaster?—That would be a matter for the Lord Lieutenant; he is the patron.

2193. Is there any course of religious instruction pursued in these schools?—For Protestants there is; but to my knowledge instructions in one instance were given by the Board that no course should be adopted which would interfere with the religious opinions of anybody.

2194. Roman-catholics have frequented these schools?—They are in attendance I believe in all of them.

2195. In what way is their religious instruction managed?—I do not know; I fancy it is managed at home; the Board knows nothing of it.

2196. No complaint has been made to the Board either of the want of it or of interference with it?—Not that I am aware of.

2197. No complaint of interference either by masters or ushers?—I do not know of any.

2198. Do you not think that if any violent interference were used, or if any striking case occurred, a complaint would be made to the Board?—I should think so, as a matter of course; and I am quite sure that if such a complaint was made the Board would interfere at once, in order to do away with the cause of complaint.

2199. And the Board would probably censure the master for such conduct?—I am sure they would; and I will give a reason for my opinion if you wish it.

2200. No express direction has been given by the Board one way or the other, but it has been left to the discretion of the individual masters?—I believe so altogether. The Board were anxious that the schools should be open to persons of all religious persuasions.

2201. Do you not think that, as the individual interest of the master depends on the number of scholars, those matters are pretty safe in his hands?—I suppose so; it is a matter for him entirely; the Board do not interfere; they are very anxious that nothing should be done to interfere with the religious persuasion of anybody. I know, in the case of Carysfort, I was directed by the Board to give the master instructions that he should be particularly cautious not to allow anything to occur in the school which could have the effect of preventing scholars of any religious persuasion from attending the school. That case occurred within my own knowledge, and is entered on the minutes of the Board.

2202. Do you know whether any of the boarders in these schools were Catholics?—Indeed I cannot say, but I believe there are; none of the returns, however, have been made during my time.

2203. But the Board probably has not been particular in inquiring?—The Board, I believe, do not interfere one way or the other, further than wishing that no offence should be given to anybody.

2204. They take it for granted that the scholars receive sufficient religious instruction at home from their own pastors?—I think any parent would take his son away from the schools if he thought his religious principles were interfered with. They have returns made as to the religious instruction given to Protestants,

ants, but the Board does not call for a return of how many Protestants, Catholics or Presbyterians there are in the schools.

2205. Do the returns specify at what ages the scholars enter and leave the schools?—They do not.

2206. Is it the intention of the Board to found exhibitions in the other schools, in proportion as their funds increase?—I believe decidedly so.

2207. Is it their intention to prescribe regulations for the election of candidates to these exhibitions?—There have been very strict rules established with regard to them.

2208. What are they?—Entering from particular schools to which the exhibitions are attached, and in the next place, the qualification of being able to pass a very strict examination at the University.

2209. Is every scholar in schools to which exhibitions are annexed qualified to compete for them?—Yes, without any distinction, that I am aware of. The rules are printed in the University Calendar. The only thing that is required to enable the young man to retain his exhibition is, a certificate that he has attained two honours within the year, and has conducted himself well. If he does not attain those honours he loses the exhibition.

2210. What is the amount of these exhibitions; take the case of Enniskillen, for instance?—In the case of Enniskillen Royal school there were last year five of 50 *l.* and five of 30 *l.* each annually, established for boys entering Trinity College, Dublin, from that school, one to be filled up each of the next four years, in order that they may not all be filled up at once.

2211. Are you aware whether these exhibitions are confined to the Royal schools or not?—I am well aware of it. The Board acted entirely under the Attorney-general's opinion, which was, that they could not allocate from one royal school exhibitions founded with the funds of another, as they were distinct properties. With regard to the exhibitions in Trinity College for boys coming from the royal schools, I have reason to believe that the plan was in the first instance to make those exhibitions open to all the royal schools in common, but for the Attorney-general's opinion.

2212. You have stated that the situation of master is exclusively in the appointment of the Lord Lieutenant?—I believe in all cases but one; I believe that in the case of Armagh the primate appoints.

2213. Are the masters, in case they happen to be in orders, enabled to hold livings conjointly with their situation of master?—I know that in the case of Armagh the master has a living; I do not know whether in other cases the masters have livings or not. I believe there is no rule on the subject. The patronage being with the Lord Lieutenant, he may appoint whom he likes; the person appointed need not be a clergyman; he may be a layman.

2214. Dr. Miller's is a college living, is it not?—It is; and I believe Dr. Miller was presented to the living by the college before he got the school of Armagh.

2215. Are any additional charges now made for the different branches of mathematics, French and writing, or are they comprised in the general charge of 35 or 40 guineas a year?—I think for scientific information there is no additional charge; but I rather think that in the case of French and dancing there is a small separate charge; I think that is the general rule in all schools, and I suppose it applies to royal schools as well as others.

2216. It is stated in former reports that the ushers and assistant masters in most of these schools were found to be extremely deficient, and not capable of conducting even the ordinary course of instruction; has any complaint to that effect been lately made to the Board?—I do not know of any; there may have been such complaints, but I have not read all the proceedings of the Board, and I cannot say.

2217. Would you consider it any disadvantage to the Royal schools in case the course of education were considerably enlarged, particularly in the scientific branches, that the different branches of education should be charged for separately, on the principle of the institution at Belfast?—I am not aware of the principle of the institution at Belfast, but if it is that each boy should take the course of education he might think best suited to his intended line of life, I think it would be a very good plan, and attended with advantage.

2218. It would not in any degree diminish the funds of the schools, but rather increase them, would it not?—I do not see how it would affect the funds of the institution; it might affect the master.

 2219. Probably

Wm. C. Kyle, Esq.

31 July 1835.

2219. Probably the only additional expense would be additional masters, or additional ushers, to be appointed by or under the head-master?—That would be the result if the head-master had not time to attend to it himself, and was obliged to pay assistants in those branches.

2220. There is abundance of room in these schools, is there not?—In most instances; I have stated one exception. I was asked just now a question, the object of which was, whether I saw any objection to converting the dormitories into lecture rooms. I should think it would probably be much better to build new lecture rooms than to convert the old rooms into lecture rooms; that, however, is a matter of opinion merely.

2221. What are the private endowments under the jurisdiction of the Board of Commissioners?—All private endowments, with some exceptions, which are set forth in the Act of Parliament constituting the Board.

2222. Are there any schools of private endowment under the jurisdiction of the Board?—A great many.

2223. Can you inform the Committee what those schools are?—I can; I will put in a list of them.—[*The List was put in.*]

2224. There are several others, however, which are not under the jurisdiction of the Board?—There are.

2225. What are those schools principally?—I beg to refer to the Act of Parliament for the exceptions.

2226. On what ground were these schools placed under the jurisdiction of the Board, and other schools of private endowment excluded?—I really cannot say, it having been quite a matter for the Legislature when the Act constituting the Board was passed.

2227. Is this an accurate account of the present state of the schools of private endowment?—So far as I have been able to make it out.

2228. Are the returns which you have handed in of the endowed schools furnished from the records of the Board?—They are.

2229. They embrace the state of the funds, the management of the schools, and the course of education pursued?—Yes, and the patron is also stated. The Board has not the administration of the funds, generally speaking.

2230. Can you give the Committee any information as to the state of the other schools under the jurisdiction of the Board?—I beg to hand in a Table, specifying all the particulars, which I believe the Committee requires, connected with the diocesan and district schools.—[*The Table was put in.*]

2231. Is this report or statement drawn up from documents in the possession of the Board?—It is.

2232. And regularly authenticated by you?—So far as I have been able to make it up I believe it is correct in every point of view.

2233. It comprises the state of the school, the causes of the non-establishment of schools where they ought to exist, the course of education pursued, the masters' names, salaries, and apportionments thereof, the number of scholars, and the situation of the schools?—It purports to do so.

2234. What is the actual number of these schools at present?—I beg leave to refer to the Table, which will supply the answer. I think that Table gives all the information connected with the Diocesan schools that I am able to give to the Committee.

2235. Is the same system of visitation pursued with reference to these schools as to the Royal schools?—I suppose the powers are the same.

2236. There is no regular or periodical inspection, is there?—Not with regard to the schools under the jurisdiction of the Board.

2237. Is there any course of religious instruction given in these schools?—To the Protestants there is.

2238. Are they on the same footing in that respect as the Royal schools?—I believe so. I know that in some of them the Presbyterians predominate, and in some there are a good many Roman-catholics.

2239. In what schools do the Roman-catholics predominate?—I do not say they do predominate; the Presbyterians predominate in some of them, and there are a good many Roman-catholics. The Board, practically, does not call for returns of the religious distinctions of the scholars in the different schools.

2240. You said just now, that in some of the schools the Presbyterians predominate; how do you know that fact?—Because the masters have in some cases

187

Wm. C. Kyle, Esq.

31 July 1835.

ex abundanti put down the number of Protestants, Presbyterians, and Roman-catholics.

2241. You saw the return?—I saw the return, and I remember the fact; but when that return was laid before the Board, I do not know whether any remark was made or not.

2242. Are the masters of these schools universally Protestants?—I believe they are; I think they are mostly clergymen of the Established Church, and I believe they are all Protestants; their salary is paid by the bishop and clergy of the Established Church.

2243. In some of the dioceses in which, as appears from the Table you have handed in, no schoolmaster has been appointed, has any application been made on the part of the Commissioners to the Lord Lieutenant to appoint masters?—I think so. You will, I believe, find it stated, if you will refer to one of the columns in that Table.

2244. Has any application since that period been made to the Lord Lieutenant?—I do not know; always keeping in mind that I have been a very short time connected with the Board.

2245. Does the Board prescribe any course of education for these schools?—I am not aware that it does.

2246. Do they require that returns should be made to them of the course pursued?—They do; annual returns are made of the diocesan schools, royal schools, and all the other schools that are under their control.

2247. Has any representation been made to the Board during the time you have been connected with it by any of these districts for the establishment of a school?—I am not aware of any.

2248. Do you know of any reasons for that apparent apathy or indifference on the part of these several districts, to the establishment of these schools?—I have been a very short time connected with the Board, and it is very possible that, with the greatest anxiety for them, there may not have been any such application during that time.

2249. Would you ascribe the want of applications on the part of these districts to the circumstance of the Grand Juries being obliged by law to build the schools?—I am not aware that there has been a want of applications on the part of the districts.

2250. How are the teachers of the district Diocesan schools paid?—By the bishops and clergy of the Established Church, in the proportions settled by Act of Parliament.

2251. Is this proportion easily levied?—From the bishops, I believe, it is; but the schoolmasters, I believe, find it very difficult indeed to get their quota from the respective clergy of the diocese, especially in the south of Ireland.

2252. It is left to the teachers themselves to levy this amount?—It is; and there is a power given to the diocesan of sequestering the livings in case those small amounts are not paid, but that power is, I believe, not acted on.

2253. On whose application does the sequestration issue?—I believe on the application of the schoolmaster.

2254. Have you heard of any instance in which there has been an application for such sequestration?—I cannot say I have, but I know of many complaints. I am acquainted with an individual, who says he gets the bishop's proportion, but he never can get paid by the clergy; in fact, they cannot in many instances pay, as they get nothing from their livings.

2255. The sum they pay is very small?—The sum they ought to pay is very small; but in the south of Ireland particularly the masters do not get it. It is out of their livings they are supposed to pay it, and they do not get anything from their livings.

2256. Do you think it more advisable that the clergy should pay in their quota to the Board and that the Board should issue payment afterwards, on the principle adopted in the case of Royal schools, to the several Masters?—I think it would be a better plan, for the master at least; it would have the effect of making the master receive from one paymaster only instead of, in several instances, perhaps 100 or upwards.

2257. Are not great inconveniences felt from the difficulty of inducing Grand Juries to build these schools?—In some instances very great.

2258. Do you think it would be an improvement in the law for the Board of Commissioners to build the schools, and to require the Grand Juries to support them afterwards?

Wm. C. Kyle, Esq.

31 July 1835.

afterwards?—I never considered that question, and it would take some time to come to a satisfactory conclusion; it might very likely be a very good plan; you would be sure of having a school-house built.

2259. Do you think that if the school-house were built the Grand Jury would not find the same difficulty in maintaining it?—I should think not. On consideration, I should think the plan proposed would be a better plan.

2260. There are no less than five of these Diocesan or district schools, with respect to which different salaries are apportioned, but there appear to be no schools?—Those salaries are not paid, for there is no school; those are the salaries apportioned by the Lord Lieutenant.

2261. Are you able to say whether or not these salaries are paid?—There is no person to pay them to, the Lord Lieutenant not having appointed masters.

2262. Have you any suggestions to offer to the Committee as to any improvement of the system of diocesan or district schools?—I cannot say I have; but I think the present one is very bad and requires alteration, as appears by the case of the county of Limerick.

2263. Could you point out any arrangement to remedy the difficulties experienced in obtaining the quota of the clergymen, for the payment of teachers?—I certainly should make the payment to the master not depend on the clergy; I would not exempt them from it, but I would make them account to the master through a different channel to the one at present.

2264. Do you think a greater number of schools than the 18 would be desirable, particularly in the south of Ireland, where they have not the advantage of the Royal schools?—It is in the south of Ireland principally that these Diocesan schools have failed to be established by the Lord Lieutenant, and if they were established and flourishing there might then be sufficient.

2265. The opinions which you have given to the Committee have been given on your own responsibility, and not in your official character?—Certainly; and I wish it to be distinctly understood, that any opinions I have given are merely my own individual opinions, and are not given as representing the opinions of the Board, or of any member of it. I do not profess to do that, and, as their secretary, I should probably have no right to do so; the opinions of the Board, I would respectfully suggest, should be obtained from the members of the Board, and not from their officer.

James Simpson, Esq. called in; and Examined.

J. Simpson, Esq.

2266. OF what profession are you?—I am an Advocate, at the Scotch bar.

2267. Have you long been practising at the Scotch bar?—Many years.

2268. You have been residing constantly in Scotland?—In Edinburgh nearly all my life.

2269. How were you led to consider the subject of education?—Originally from having the honour of being one of the legal assessors of the city of Edinburgh. I have held that office for a number of years. Its duties had the effect in some degree of informing me of the condition of the great body of the lower classes, and I was led from that circumstance, and from my belief that education is the best way of elevating their moral and intellectual state, to pay considerable attention to that subject, and to become a member of the direction of some of the principal schools of the place for the lower classes, particularly the Lancasterian and Infant School societies. I was rather active in the first establishment of the Model Infant School in Edinburgh, and have for five years narrowly watched its progress. I have also paid some attention to the subject of criminal legislation and penitentiary discipline, connected chiefly with the reformation of criminals, itself a branch of education.

2270. You are acquainted with the different branches of education?—I have paid considerable attention to that subject, with regard to all ranks of the community.

2271. You are acquainted also with several distinguished educationists in Edinburgh?—Intimately with several.

2272. With whom?—With Mr. Pillans, Professor of the Latin department of Classical Literature in the University of Edinburgh; Sir George Mackenzie, late President of the Royal Society of Edinburgh; Drs. Poole and Andrew Combe, Fellows of the Edinburgh Royal College of Physicians; Mr. Maclaren, the able editor

editor of the Scotsman newspaper; Mr. George Combe, a very distinguished writer on the subject; the celebrated Mr. Wood; and Messrs. Chambers, the well-known journalists. All these have written on the subject of education.

2273. Are you acquainted with their opinions on the subject of education?—Intimately acquainted with them.

2274. And you yourself have written on the subject of education?—I have.

2275. Your work has had considerable circulation both in England and in America, has it not?—It has. It is entitled, "The Necessity of Popular Education as a National Object." It is about 15 months since it came out, and my publishers tell me it is very nearly through an edition in this country. It is by this time in its second edition in America, and I believe stereotyped there.

2276. Your opinions, then, on the subject of education are founded on your own personal experience and that of your friends?—Yes, and on principle.

2277. You have obtained in the course of that experience, it is presumed, a number of valuable facts?—I am in possession of some facts.

2278. Not only in reference to the practical details, but to the more general bearings of the subject?—I may say so.

2279. What do you mean by education?—When I speak of education, I mean that it embraces physical and moral education, as well as intellectual. 1. The improvement, by proper exercise, of the several systems of the body,—the respiratory, the muscular, the nervous, the cerebral, the skin,—constitutes physical education. 2. Moral education is the practical exercise of the pupil's moral feelings, in the society of his fellows, where, and where alone, such moral exercise can have adequate field. 3. Intellectual education is the training, exercising, and improving of the intellectual faculties, to the increase of knowledge and wisdom.

2280. Do you distinguish education from instruction?—Certainly. Instruction I consider to be addressed to the intellect only; education embraces training, physical and moral, as well as intellectual; education is the generic term, and instruction is one of its branches.

2281. How would you divide education?—Into elementary, and ulterior or higher; the first to commence at birth, but to be in schools from two to 14 years of age. From two to six or seven is the period of infant education; from six or seven to 14, of juvenile. Ulterior education proceeds after 14.

2282. In keeping the different stages of education separate, is there not some danger that education may be made too special; should they not insensibly melt into each other?—Certainly; but infant schools should always be separated from juvenile schools; these last are for children from six or seven to 14, and the instruction even in these will proceed in a natural series, the parts passing gradually into each other.

2283. Would you specify the age of 14 as the period at which every child should leave school?—For the manual labour classes 14 is a proper age; for the other classes I should think 16.

2284. Do you prefer an infant school to maternal education at home?—Very decidedly indeed.

2285. On what ground?—On this ground; that moral education at home wants the element of numbers, and of a variety of dispositions, without which the moral faculties cannot be exercised. There is not sufficient scope for the exercise of these in the family nursery; and I have heard the most enlightened and excellent mothers complain that they do not succeed with their children; that animal feeling seems to rule them, and that the nursery, with all their exertions, is often a scene of infant strife. I think that the removal of an infant at two years old into the society of its fellows, into what was well called a regulated nursery, is the best disposal of infants, without distinction of rank.

2286. Do you not think it of great advantage to children to associate with those of an age somewhat more advanced than their own?—Certainly; their instructors and trainers must be older than themselves; but their moral exercise must be with their equals, or nearly so, in age.

2287. Do you think that in consequence of numbers congregating together there are qualities disclosed and brought out upon the surface of the child's character, which probably would escape observation if they remained at home?—Certainly.

2288. Is there not this drawback from such an advantage, the circumstance of the family affection of the children being considerably weakened by their absence

J. Simpson, Esq.

31 July 1835.

from home?—The reverse is the result of experience. Whatever tends to exercise and improve the higher feelings will improve generally the character; and I should expect that a child who is in the daily practice amongst his fellows of acts of justice and goodness, will increase in respect and affection for his parents. I shall be able to put in documents to prove that this is the effect. I can refer to the letters of parents who have had children educated at the Edinburgh Infant School, and who all state, without any exception, that the best feelings of the children are improved, their respect and affection increased, and that the comfort which the parents enjoy in having the little creatures home after being six or eight hours in the school and play-ground, is such a contrast to the weariness and plague of having them constantly with them, that the infant school is found to be the greatest promoter of the happiness of the domestic circle.

2289. Is it not found to be extremely difficult in home education, at an early age, to prevent the influence of example and conversation on the part of others?—This is one of the greatest and most unavoidable evils of home education; and when we are told that the children are taken from under their mother's eye by going to an infant school, we should be led to believe that they are always with the mother at home; but they are in the charge of those very imperfect moral guides, nursery maids, many more hours than they would be at infant schools. Infant schools, in short, are well-regulated nurseries, with properly qualified nursery instructors over them, and far preferable to any moral training possible at home.

2290. With respect to education by the mother at home, it is generally assumed that mothers are capable of educating; is it not found from experience to be in a great measure the reverse?—I do not know, in the present state of education of the middle and upper classes of society, that I could point out, within my own knowledge, half-a-dozen mothers who I should say are qualified to educate their own children; and that is one of the results of the low state of education in the middle and higher classes.

2291. Is not that objection still more applicable to the lower classes, who are constantly occupied?—Education is then utterly neglected.

2292. Then the best education which an infant can obtain at home may be obtained more easily and with better effect in an infant school?—Yes, much better effect.

2293. Would not persons in the humbler classes of life be freer in their occupations were their children sent to an infant school?—Decidedly; this is one obvious advantage of infant schools.

2294. In educating the different classes of society together, in the same school, and giving them the same course of instruction and training, do you not, in a great degree, forget the situation they will relatively occupy in future life?—I do not, because I hold that elementary education, as it ought to be, should include all ranks, and as it will be the education of nature and of truth, it is applicable to every conceivable situation of human life. The later education which the professions require is not elementary education, and will come afterwards; elementary education is, and ought to be, such as is applicable and beneficial to all grades in society.

2295. This professional or special education, if I may so call it, fitting individuals for their different avocations in future life, at what period would you commence it?—Immediately after the elementary.

2296. You extend the elementary to the age of 14; when would you teach languages?—I should begin languages then, and not till then. The great bulk of the working class need no language but their own, and it would be throwing away time to teach them any other.

2297. Is not 14 a very late period for commencing them?—Experience has proved the contrary.

2298. Are there not other departments of education which might be beneficially taught at an earlier period, those found useful, for instance, for the several ranks in life?—I should say there might be particular branches going on, certainly; but it is better they should not.

2299. Are you aware of a plan which has been tried, of building in the same establishment schools for the upper and the lower orders of society in juxtaposition with each other, do you approve of that system?—I do not see any utility in it; if the elementary education is what it ought to be, it will be suited to all conditions. My view of it is, that it should be so perfect that it may be a

point

point of departure for ulterior education, or a complete education for those who are to go no further, to serve them for all ordinary purposes of life.

2300. Have you found from experience that the powers of mind before the age of 14 are sufficiently advanced to enable children to rise to a higher quality of education?—I am glad that question has been asked; it is one about which there is much confusion of thinking. At the age of 14 the higher intellectual faculties of man,—those which he is afterwards to use in life upon subjects that demand thought and reflection,—are not matured; up to the age of 14 nature has sharpened the knowing faculties only, those by which we gain knowledge; they are in vigour from childhood, and become more and more acute by exercise in knowledge, in other words by elementary instruction. Knowledge, and knowledge only, should be given before 14; but knowledge of everything that exists around in the external world, with the sciences which develope that knowledge, such as the elements of natural history, chemistry, mechanical philosophy, geology, &c. Now this is all knowledge, it is not its reflective application. The knowledge faculties are exceedingly acute before 14; and when I come afterwards to state facts with regard to this point, I expect they will prove very satisfactory to the Committee.

2301. Would you extend your instruction to the acquisition of the dead languages?—I should not waste time or mind on the dead languages during the period of elementary education.

2302. There are some arrangements which De Fellenberg has adopted, which he finds to a certain degree to have succeeded, such as the following, in proportion as the child developes, in the poor school or the agricultural school, higher powers of mind, he is allowed to pass into the local or upper school; in the same way nearly as occurs in life, where a labourer, if evincing more intellect than those around him, gradually passes on to some other class of society, above that of the labouring class; and this is said to have been attended with advantage in two ways; it has excited, to a certain degree, emulation among the labouring classes, and it has also extinguished that proud spirit with which the upper classes are in the habit of looking down upon the lower. Do you think that if such an arrangement were adopted in our English schools it would produce the same result?—I am not perfectly able to say what the result would be, but I should have one fear, that it might interfere with a perfect system of elementary education suited to all, and that something inferior might be given to some grades, which would be inconsistent with the opinion which I entertain, that the system of elementary education should be as perfect as possible for all grades. I should be afraid, if you were to classify in that way, that some of the classes would have a deficient elementary education. I should like to see the elementary education, which I have partly described, and hope afterwards much more minutely to describe, indiscriminately given; and I should expect that there would be a better means of ascertaining what the young persons were fitted for, than by arranging them first into different classes.

2303. De Fellenberg has, to a certain degree, felt the inconveniences which you have mentioned, of two separate classes, and has lately wished to establish a consolidated school, in order to facilitate the communication of instruction, and to amalgamate the classes more completely?—I should say that that confirms the opinion which I have now given.

2304. Are you acquainted with the education, if we may call it so, which is pursued by M. Fellenberg's *colonists?*—I am not.

2305. De Fellenberg has sent a certain number of young boys, whom he calls his Robinson Crusoes, to a mountain in the neighbourhood of Hofwyl, where they cut down the wood, build their own dwellings, and provide themselves with the means of livelihood; do you think such a mode of education would be judicious in this country?—Not till after the elementary period; then the Robinson Crusoes would be more intelligent and effective colonists.

2306. Do you not think that such an experiment might have a tendency to give a sort of discursive feeling of mind, which is at variance with the proper regulation of the course of education?—No doubt it would, and that is the reason why I should wish to see the experiment made with intelligent boys after 14.

2307. Are you aware that there is a school at Coire, in Switzerland, in which the boys are employed not merely in *bonâ fide* labour, but in transacting all the affairs connected with the establishment, going to market, and managing all the matters of the family, and that this is found to be a salutary preparation for their future employment in life; would you recommend such an arrangement?—Provided always it does not interfere with the course of elementary education.

J. Simpson, Esq.

31 July 1835.

2308. Might it not be adopted in this manner; a certain number of pupils of such an establishment might be taken in rotation, and employed from time to time in transacting the business of the school without interfering with their usual course of study?—If it can be done consistently with their course of study and moral training, let it be by all means; but if it does in the least interfere with these, I should think it would be disadvantageous.

2309. Would you say that such a course of education as the arrangement just now mentioned would be as applicable to the upper as to the lower classes of the community?—I should say that the experiment of the mountain would be advantageous to any rank whatever, provided it is not carried too far; it would make a youth independent, and give him resource in any situation in which he is cast; he could build and furnish a house from a tree cut down.

2310. Where a *mountain* was not to be had, would you conceive it desirable that a garden should be furnished, in which the boys should be encouraged to amuse themselves, and at the same time to acquire a knowledge of gardening, and other matters connected with it?—Certainly; I do not hold the *mountain* by any means to be essential.

2311. Are you of opinion that such pursuits, which are merely mechanical, might with advantage be introduced into any school?—Yes, as means of exercise, but always provided, as I have often repeated, they do not interfere with what is properly elementary education.

2312. It is found in De Fellenberg's establishment that these occupations, when not carried to extremes, as they are in some cases, have been found auxiliary to mental instruction; is there any reason why they should not be tried and have the same effect in our English schools?—Certainly, I should not conceive there is any reason that at proper times they should not be applied as a certain direction of physical education.

2313. Are they not quite as useful in improving physical power as gymnastic exercises?—Quite as useful.

2314. And would afford equal amusement to the boys?—No doubt of it.

2315. Might they not be very beneficially substituted in the place of gymnastic exercises in most of our public schools?—They might, provided the labour is sufficiently varied, and not in constrained postures, or too severe; for properly arranged gymnastic exercises are calculated, anatomically and physiologically, to exercise the muscles and nerves. In labour they may have to stoop forward; there may be therefore a less scientific application of muscular exercise than in gymnastics.

2316. It is found in some of the schools that the application of labour has not been followed by any useful result; this has been ascribed to the circumstance that the labour had not been *bonâ fide*, but merely for amusement; would you apprehend in our English schools it would produce such an effect?—I should fear it would; the pupils would then go to labour unwillingly.

2317. Where the pupil derives some immediate advantage from the labour, by being allowed the produce of what he has cultivated, and of the fruit or flowers which he has brought up, he will go to labour with greater zeal and benefit?—That would certainly add to his motives.

2318. Do you think where labour is introduced into schools, that in order to encourage the pupils, they should be allowed the profits of their labour?—The motive is selfish; and I am decidedly against *instituting* for selfishness in education, where everything should be done to repress, at least to regulate, self-love. Labour ought to produce subsistence to the adult, but it should not be made to minister to love of gain in the young. The legitimate reward of labour to them is the skill they acquire for after life.

2319. In coupling mechanical pursuits with education, you would not consider it as a necessary part of the school arrangement to which boys should be expected to turn themselves, but rather as an amusement?—Yes, and to be so regulated as not to encroach upon the time that ought to be devoted to elementary education.

2320. Have you found that the effect of introducing emulation among boys with regard to gardens, or any of their supplementary pursuits, has been a tendency to supersede the emulation which would be otherwise directed to intellectual objects, and to substitute the ambition of a higher for that of a lower character?—It will depend upon the turn given to any pursuit by the teacher whether or not it shall produce emulation at all. Emulation is an inferior and selfish impulse; but if distinction be sought, it will be in superiority in that for which the power is felt by the individual to be greatest.

2321. Do you think that the tendency to rest satisfied with excellence in any one department ought to be met by bringing in aid of that particular tendency the studies and pursuits which bear the nearest relation to that particular bias of mind in the individual?—I think so. I should say that a judicious instructor would observe the different faculties of his pupils, and endeavour, even at that early stage, during the course of elementary education, to encourage genius; but he should do so always keeping in view that general elementary instruction is a more important object, and that genius will come out afterwards. If, for instance, there is a particular genius for drawing, there is no necessity for encouraging it too much at that early period; it will come out afterwards. It may be very proper that the teacher should take account of what he sees for future encouragement; but I should be sorry to see it interrupt, in the slightest degree, the important course of elementary education.

2322. Is there not a certain degree of injury to be apprehended to the general character, both moral and mental, of individuals, by the early encouragement of any particular talent or power?—I think there is, if too exclusive or carried too far; and we may see in this one source of that vain and irritable temper we find in many artists, who have been early habituated to idolize their own pursuit, with a contracted view of every other, and really a very limited range of both thinking and feeling.

2323. Then you think that, besides exciting vanity in the individual, it also gives a contracted character to his mind, and renders it insensible to the pursuits and excellencies of others?—I do take that view; but all this would be counteracted by a well-regulated course of moral instruction and exercise, one of the great objects of which is to repress feelings of vanity and self-sufficiency, instead of exciting and encouraging them.

2324. Minds above the grade of imbecility are susceptible of improvement in various matters, district from the subjects embraced in a well-regulated elementary education?—It is advantageous to present to the learner, in the course of elementary education, a number of objects of study, because experience justifies us in saying there are many whose minds are so constituted that they cannot be brought to interest themselves in particular pursuits; whereas the same individuals, if they had other pursuits presented to them, would apply themselves to them. We are not in a condition yet to estimate what would be the effect on the minds of the young of a well-regulated education according to the human faculties. We have seen the faculties clouded and weakened by exclusive Latin and Greek, a sort of idle somniferous education, which, in the great majority, injures the mind. This is one reason for postponing the learned languages till a later period. We have seen the bad effect of the constant application of the faculties of very young boys to this one, to them, uninteresting pursuit.

2325. You have considered, it is presumed from the title and object of your work, the question of elementary education as a National object?—I have.

2326. How do you propose in that point of view that National education should be carried on; would you leave it to demand, or would you supply it, placing it under the direction of some superintending body?—I should certainly never think of leaving it to the principle of demand and supply. It is too costly in its machinery for anything less than a National effort. It is not one of those urgent and immediate wants that will lead the great body of the people to seek for it unless it is brought in their way, and they are induced and almost coaxed to accept of it. Experience, and the very low state in which we find education even at the present day, bear me out in this opinion. It has hitherto been left to find its own level, which is a very low one indeed, and without a great National exertion there does not seem to be any hope of rendering it higher.

2327. You consider then that making education a great National object would be attended with very considerable advantages both to the progress of education and the general improvement of society?—Most certainly.

2328. On what principle do you ground this opinion?—On the truth, that efforts which are made by individual exertion are of a very temporary and precarious nature. They commence in particular places, where there has been very little done in the way before, with great zeal, but that zeal very soon relaxes; it especially relaxes when frequent demands are made for the money necessary to support the system. When it is relaxing in some quarters we find it rising up in others, there in its turn to relax in the same way. My experience has been, that exertions have continued only for a few years and then have almost invariably relaxed, and the seminaries which have been established have fallen to pieces from

J. Simpson, Esq.

31 July 1835.

want of support; and, what is worse, these seminaries, being often of a more extended description, have absorbed previous smaller seminaries, which of course fall with the greater ones; and I have seen places left without education entirely, owing to their having trusted to a new and more zealous system, which when it has failed has been found to have destroyed much that preceded it of a less extended character.

2329. Are dame schools known in Scotland?—No; but in England these have been destroyed in that way. The farmers and that description of persons, when prosperous, have sent their children to superior schools, and when bad times have come they became unable to do so, and there was no education for them at all, the previous schools having ceased.

2330. Has not an indisposition on the part of the parents often arisen from an anxiety to avail themselves of the labour of their children instead of sending them to school?—Yes; and that is a great evil, to which I trust to be called afterwards more particularly to speak.

2331. You are decidedly of opinion that education should be made a National object?—A National system alone will possess a high and improved character, and alone will attain to that well-regulated uniformity, in the substance as well as the method of education itself, which is necessary to bring the whole population to one elevated level. That alone will render teachers public functionaries, raise them to the rank of what may be called a fourth learned profession, and secure their adequate remuneration.

2332. Do you apprehend any danger from the too great uniformity which might arise from the national superintendence which you so strongly recommend?—I cannot see any danger; I see it full of advantage. There are checks on the evil of education becoming stationary, or being in any way abused, in the existence of a free press, and in the careful and enlightened superintendence of the Legislature; and I cannot see that there could be any possibility of that uniformity producing any bad consequences whatever. I see, on the contrary, every advantage from it; there being means by which education shall advance with the lights of the age, and, above all, there being arranged, what I hope to be called upon to speak to afterwards, a series or system of educational books that should itself form a guide. It would make the whole nation, in point of education and of light, one family, and tend materially to aid the whole by the exertions of all.

2333. Would not that uniformity tend to create an uniformity in the grades of society which would be prejudicial to the lower classes?—The more you can bring people of all ranks to one enlightened way of thinking the better; we suffer seriously from the extreme separation of the different grades in society; I should like to see a great deal more harmony among them. Absolute equalization of their conditions is impossible; but I should like to see more harmony among all grades, and less of mutual jealousy.

2334. Would not equality in education take away that stimulus to exertion which is the great means by which society is impelled and improved?—I should not dread that result, so long as conditions in life must be different, and so long as it is known to the great body of the people that they must depend on their labour, which an enlightened system of education would teach them is, when well regulated, no evil, but, on the contrary, not only the condition, established by nature, of subsistence, but moreover the condition of health, as the best and most beneficial exercise of the muscular frame, the nerves, and the brain. The rich and idle impose labour upon themselves, and often very severe labour, as exercise and pleasure. There never could be that equality in point of actual condition that would remove the stimulus to exertion.

2335. Does not the possession of a higher degree of education by the lower classes, which degree of education has probably been gained by labour and exertion, form in itself a powerful stimulus to exercise the better qualities of human nature?—Certainly.

2336. But if all classes, by the facilities you would give to education, or if all the classes, at least between the labourer and the tradesman, were brought to the same standard, would not these facilities of education take away that stimulus to exertion which the present difficulties of education hold out?—An improved system of education would put into the hands of all classes an instrument of power, for promoting their individual interest and of elevating themselves in society, so great, that the stimulus would, I apprehend, be increased.

2337. If all classes were brought to the same level, how would one class be able

to

to rise above the others?—I do not apprehend that they would be brought to the same level, patrimonially speaking; but I see in knowledge and morality, in the possession of even the humblest classes, an instrument of actual power, by means of which they would be enabled, if not relatively certainly absolutely, to better their condition.

2338. Does not its being an instrument of power mainly depend upon its being in the possession of a few?—I think not. Nature did not intend to leave it in that condition.

2339. The Committee do not quite understand that answer?—I think that by the arrangements of the Creator, who has given us faculties to discover truth, truth must be beneficial to all; education itself is a means of discovering truth—truth which shall be advantageous to us, in enabling us to put ourselves in accordance with God's laws, and to fulfil those conditions which He has established as the means of our happiness. When we are in possession of that great instrument, knowledge, which is power, we should be the more able to promote our own happiness. I do not see that it is necessary to our happiness that others should be inferior. I think *that* opinion is a social fallacy, and one which is extremely hurtful.

2340. Would not that general equalization of ranks, as far as their power is in question, of getting beyond their fellows, be the result of education becoming nearly equalized; and would it not have the effect of tending to deteriorate the class generally, rather than to improve them?—I cannot say I think so.

2341. Would it not deteriorate from their pecuniary or actual position in society?—My feeling and belief is, that the whole would be elevated, and that there would be a larger proportion of happiness enjoyed.

2342. In those classes which at present are recognised as being in general well educated, we do not find that this general communication of knowledge prevents certain portions from rising above others, and thence it may be concluded that this general education in no way detracts from the stimulus so necessary for the progress of society?—Certainly not.

2343. Will you be good enough to state what are the classes which you consider generally well educated?—I should say there are no classes of society well educated, as things are in this country.

2344. Take other countries?—We should not find other countries much better, with the exception of Prussia, some parts of Germany, and America. France is getting forward, and perhaps will get a-head of us. I believe that educating the great body of the people will generally better their condition, by elevating them intellectually and morally, but will leave perfectly free all competition that may be now open to them of rising in society; they will be generally benefited, generally elevated, and generally improved.

2345. If you are to educate the lower classes, will it not be essentially necessary to educate the middle and upper classes in an equal or relative proportion?—Certainly; great improvement is still wanted in their education.

2346. Do you think a greatly improved system of elementary education can easily be realized for all classes of the community?—I have no doubt of it. It forms the foundation of all our hopes of education that it is quite realizable.

2347. On what do you ground this opinion?—That hitherto the time allotted to education has been wasted on mistaken objects. I believe that reading, writing, and accounting, which are mere instruments, and not themselves knowledge, have constituted the whole of popular education, and that teachers of schools have spent years with their pupils in attaining these objects merely. A much higher kind of education is attainable in well-regulated schools, with proper teachers and proper machinery; and the same time which is devoted to reading, writing, and accounting, alone, if devoted to really useful knowledge of the nature of things and the elements of science, which I conceive may be imparted even to the humblest classes, would tend greatly to improve their condition and increase their happiness. I believe that all this is quite and easily realizable; and I cannot conceive an improved education under any other aspect.

2348. Can you instance any facts justifying these conclusions, within your own experience?—I know that in schools with which I am familiar, education has assumed the character of useful and real knowledge, while verbal knowledge is incidentally and accessarily taught along with it, as merely the signs of the things signified; but the things are made familiar to the pupils, with the simpler qualities

J. Simpson, Esq.

31 July 1835.

of material objects, as in the beautiful lessons of Dr. Mayo on the Pestalozzi plan. At an age under 14 a very considerable knowledge of the elements of physical science, chemistry, mechanics, anatomy, and physiology, are attained; the two last much attended to, and very important as affecting the preservation of health; simple views of practical ethics and morals, and a notion of the pupil's position in society as a citizen, with his rights and duties. I have seen all these attained by both sexes.

2349. Would you make any difference in the quality of education for the different grades of society?—I should make no difference in the quality of elementary education for any rank of society, nor any difference in the qualifications of the teachers. I should give the best possible elementary education to the poorest of the people.

2350. Is not one kind of education fitted for one class, and another fitted for another; for instance, at Hofwyl, De Fellenberg has, in one of the schools, made labour the great object, and in another instruction. In the other school, in the Institute for instance, the course of education is principally confined to instruction, and labour is made an accessary; and in the school of the poor, labour is the great employment, and instruction occupies but an hour or an hour and a half in the day. Do you approve of this arrangement?—I very much disapprove of it. I think that up to 14 years of age instruction ought to be the principal, and labour the accessary; that is the period when alone instruction can be attained by that class of society. I am exceedingly adverse to the commencement of labour much before 14; the muscular frame is not yet prepared for it, and it would be of greater advantage that that period of time were occupied in improving the moral and intellectual faculties by education; and the laborious part, which would be learnt very well at the age of 14, would come better then than even by dividing with it the time that should be allotted to the improvement of the mind and the morals. After the age of 14 you may begin to apprentice to labour.

2351. Do you consider it desirable that labour schools should be established for educating in agricultural pursuits boys who have not attained the age of 14?—I have given some attention to that point, and am so unwilling to interrupt the course of an improved education under the age of 14, by introducing labour, which will come better afterwards when the muscular frame is better prepared for it, and when it will become the business of life, that I am disposed entirely to exclude what are called labour schools at that period.

2352. But is it not well known that a large portion of the time of children must be given to muscular exercise and physical occupations, and that consequently their instruction will be very limited; why refuse then to employ these children in labour, provided the labour be not above the strength they are supposed to have at that age?—Certainly, if you make the labour really an exercise, they are as well employed in one sort of muscular exertion as another; and if you were to substitute that labour for gymnastics, for instance, or to combine it with them, there could be no harm in it.

2353. Then the objection to the application of labour is not so much to the thing itself as to the abuse of it; it absorbs too great a portion of the time of the child?—Yes, to making it the principal object, and not the accessary.

2354. Is it not to be apprehended, if too much time is given to instruction at an early period, that the child at 14 will feel indisposed to labour, and will continue in the same course, applying itself, if not exclusively, nearly so, to intellectual occupations?—I should presume that Necessity would answer that question. He must labour to live; and it will be part of an intelligent education to have informed him that all men must labour, and that well-regulated labour is no evil. We are all accustomed to consider it as an evil. It is a truth yet to be known to society, that labour is no evil, if regulated as it ought to be. A mind properly educated will know and feel that the goods of this world cannot be so distributed as to make every one rich; that the vast majority must labour in order to live; and that that labour is not only no evil, but, when properly regulated, may be, and really is, a pleasure. I do not see that that very knowledge which has led to these practical conclusions, should have the effect of indisposing the person to that labour which he knows to be absolutely necessary to his existence, and which practically he will find is not the evil it has always been represented.

2355. Do you think it would be possible to induce parents in an inferior class of life, for instance the laborious classes, to allow their children to remain in

in the school, merely employed in the acquirement of instruction, till so late a period as the age of 14?—I know it would be very difficult to induce them to do it as things now are, and that they would wish the assistance of their children in their labour at a much earlier period. I am not prepared to say how that can be prevented. I do not think it is to be remedied by an appeal to the parents themselves, without some legislative aid.

2356. To follow up your views with respect to labour, all society is engaged at present in labour, with this difference, that one set of people call it amusement, and another call it labour?—I do not confine labour to muscular exertion. The labour of the mind is the more severe of the two, and this Honourable Committee know that labour well.

2357. Then you think there is no more reason, if a proper education should be given to the lower orders, why they should feel disgust or repugnance to their labours in the field, the cultivation of land, than the various other classes of life feel to the different occupations which at present engage them?—Certainly not, or to any other necessary labour.

2358. Would you place in the same scale of human enjoyment the physical exertion of the man who labours in his garden for his amusement, and the man who labours in his garden for sustenance?—I hold them both to be labour; one to procure exercise, and the other to gain the means of subsistence.

2359. Do you suppose the education of the lower orders will induce them to consider both kinds of labour in the same point of view?—I conceive that education will very materially contribute to bring the great body of the people to regard them as very much the same.

2360. Do you not think it possible that the labourer in the fields should ever feel as much enthusiasm in the agricultural pursuits in which he is engaged as the medical man and the lawyer do in their respective vocations?—He would, if enlightened, but not if he is labouring in pure ignorance.

2361. To some men these pursuits are the most engaging that could be presented to them?—Yes; education will improve the feeling. I do not say that it will ever come to that, that men will consider it the highest of their pleasures to labour, but that they will not consider it the evil they do at present; for the labour of 12 hours a day is excessive labour; they will go to it with more pleasure when limited in duration, when not so severe in character, and when it is seen by a more enlightened mind to be absolutely necessary.

2362. Do you think that one of the consequences of education would be the rendering labour less severe, and at the same time shorter in duration?—I should say it would be so, with the aid of the Legislature, to abridge the hours of labour.

2363. Do you propose that the Legislature should interfere to regulate the hours of labour, and the amount of remuneration in return for it?—Not the last, generally; but I believe in an after part of my evidence, when I come to subsidiary education for the lower classes, that will come more properly forward.

2364. Do you not think the effect of improved education would be so to increase the skill of the labourer as to make the aggregate produce of the labour of the community as great as it now is, and at a much smaller sacrifice of time?—Quite so; I could not have wished the question to be better stated than it has been by the Honourable Member, and my answer to it in the affirmative is very decided.

2365. Would you in the same elementary school educate the different classes of society?—I should delight to see the thing realized. Nothing would more unite them in harmony, and do away with all the heart-burnings in the different ranks; when education comes to be what it ought to be, refinement will prevail, and all ranks may assemble in the same school, as we see them now in the same church.

2366. You make use of the term education generally?—Yes; by which I mean not only intellectual training, but moral training, the more important of the two, and also physical training.

2367. At what point of education would you separate the classes?—About the age of 14; when they have obtained all the moral training possible from the age of two, when they join the infant school, up to 14; when they have had all the benefit of the physical training which an enlightened system would give them, and when they have obtained a knowledge of the elements or rudiments of science, and a great amount of useful practical knowledge for resource in life.

2368. Would not your system confine all classes up to the age of 14 to the acquisition of merely the rudiments of knowledge, whereas much more than the

J. Simpson, Esq.

31 July 1835.

rudiments of knowledge are acquired at present under that age?—That last proposition, with great deference, I doubt.

2369. Do you not exclude branches of education now taught previously to 14 from your system?—My answer is that I do, and I do so advisedly. I should get those branches much better after 14.

2370. At what age would you commence the teaching of the higher branches of mathematics, or the teaching of languages either ancient or modern?—I should never think in elementary education of teaching either the higher mathematics, or any other language than the vernacular; and experience has shown, in young people of both sexes, much more rapid progress in languages after 14 than before.

2371. The Committee understand you to say that a false prejudice prevents the parents of children of the higher classes from sending their children to the same infant school with the children of the humbler classes, and that you consider that up to a certain age, which you fix at 14, the course of education should be the same for all classes, and after that period the education should be suited to the particular walk of life to which the child is destined?—Quite so. The pupil should go to a higher academy or college, and as he goes there with a mind greatly better prepared for it, he will make more progress than if he had gone at an earlier age. Languages are not learned well by the very young.

2372. Are you of opinion that such an intercourse in early life will have the effect of raising the humbler classes of society and engendering in them habits of self-respect, without in any degree degrading the upper classes?—I conceive that a properly arranged moral education would have that effect most eminently; the superior classes would not suffer, while the inferior would be gradually elevated, and there would be a harmony among all classes, from their originally meeting under the roof of one school, that would soften for life their feelings towards each other.

2373. Do you think it could be easily realized?—No; I do not think, with the present feelings and prejudices, it would be easily realized. In the elementary school only I should look for it; but if it were realizable, and if men of influence were to disregard these prejudices and send their children into these elementary schools, it would then by mere fashion be more easily realized than by any legislative enactment.

2374. Does not the High School at Edinburgh so far assimilate to what you would consider right, in the particular alluded to, by admitting scholars from all ranks of society, from the highest to the lowest?—I remember that that was its character when I was a pupil there, and I believe it still is.

2375. What has been the effect of the commixture of the various ranks of society in the High School of Edinburgh?—As far as my observation has gone, it has always been salutary and satisfactory, and the boys of humbler rank who mixed with the aristocracy,—for there were often peers in the same school,—have been elevated by it without the slightest degradation of the others.

2376. It has had the effect of diffusing civilization throughout all the districts, more or less, from which those boys have come?—Certainly.

2377. Are you aware that the same commixture of rank exists to a great extent in the endowed schools of this country?—I am not personally acquainted with the endowed schools of this country; but I have heard, that although they admit different ranks, aristocratic distinctions are jealously kept up. In Edinburgh, between 10 and 15 years ago, another grammar-school was established, called the Academy, which I have regreted to hear denominated the *genteeler* school. If directors, teachers, or parents lend countenance to this paltry vanity, they do that which cannot fail to be injurious to the community.

2378. Have you heard whether the same result you have stated as following in the High School of Edinburgh follows also in the schools of England?—I cannot answer that question; but I should expect much higher results than those which I have described, and which I shall describe afterwards more fully, when a higher moral education shall prevail.

2379. Is not the practice which still obtains at the Universities of making distinctions in dress, and with respect to the tables at which the students dine, between different classes, directly at variance with the principle you seek to inculcate?—Most unquestionably.

2380. And calculated to give to the higher classes an inordinate opinion of their superiority?—No doubt of it. It has been justified upon the principle of the importance of keeping up distinctions of rank and high aristocratical feelings in a monarchical

monarchical government, but I think it has moral consequences so hurtful as to more than counterbalance these advantages.

2381. Do you think the system of fagging in English schools, which is said to counteract that aristocratic feeling, really produces such result?—I think the system of fagging so execrable, so morally wrong, that it cannot cure anything whatever, and that it only renders the aristocratical part more tyrannical, without at all softening them.

2382. It has been found that the educating of persons of different conditions of life in the same school, whatever has occurred in other countries, has not yet been successful in these. I will give you the instance of Fallowlee, where a superior school of the upper classes altogether failed and the inferior class also appeared to languish. Do you attribute that circumstance to any deficiency in the system, or to the operation of a prejudice against the intercourse of the two classes at an early period of life?—I should impute it to the last cause. I do not know exactly the nature of the education pursued at the seminary alluded to by the Honourable Member; but this is an improvement which will have a powerful array of prejudice to encounter, and when I speak of it now, I am rather speaking of principles that shall have application in a more advanced period of society, than what I expect myself to live to see.

2383. Do you think that the association of a number of children of different conditions in education would materially tend to remove the aristocratical prejudices which at present prevail?—No doubt of it; there exists a feeling of indisposition to mix with our fellow men whom we have, by the prejudices of society, been allowed to consider our inferiors; and that feeling is increased, very naturally, by their present uneducated state, which renders them coarse, uncleanly, vicious, and repulsive; but a higher standard of education, a higher rate of moral instruction, would elevate all classes to be companions; and even the fear of infectious disease, which now operates as a repellent, would, in a better regulated system of education, be removed, and there would be no more risk of infectious disease from contact with children of the working classes than there is now in schools of the higher classes.

2384. Do you not think that if the education of the different classes of society up to the age of 14 were to be perfectly equal in treatment and in mental and physical occupations, and were to be in communion one with the other, that a certain feeling of disappointment and irritation might not be generated in the minds of the scholars on leaving school and separating in the different walks of life, one being so distinct from the other in the present state of society?—I should think, with reference to our present state of society, it might produce that result; but I think good moral instruction for the period of infant education, and of the more advanced education, still elementary, which all grades will receive, will soften the feeling now alluded to, to a degree which we can hardly now estimate.

2385. Would not one of the effects of a proper education be, to make the people satisfied with differences in the several ranks of society?—Yes; all the distinctions that are unavoidable in the nature of things, and, above all, to avoid that erroneous impression, that labour, properly regulated, is an evil.

2386. Have you any facts to state to the Committee of the success of this system of educating in common the different classes of society?—It has yet been tried to a very small extent. I know that in the infant school in Edinburgh, the education in which, for that period of life, is immeasurably superior to what is enjoyed by the higher classes, many persons above the labouring classes,—I know one clergyman and several superior tradesmen—who have come and said, "We would send our children here, and pay any fee you may please to take for them; there is nothing like this to be obtained elsewhere." There is a strong indisposition of the higher classes to mingle with the lower, even at the threshold of life; but in the Model Infant School of Edinburgh there is such a prevalence of moral feeling, and of what may be called infant refinement, of attention to ventilation, cleanliness, and the first symptoms of infectious disease, with watchfulness of the developement of infant ideas and the formation of infant habits, that I have often said that if I had lived sufficiently near, I should not have hesitated to have sent my own children to it.

2387. Supposing all classes to arrive at an equal degree of refinement, such indisposition would be greatly diminished, if not wholly done away?—No doubt it would.

J. Simpson, Esq.

31 July 1835.

2388. And one effect of such early training and education is to do so?—Certainly.

2389. Have you considered elementary schools with reference to the sexes; would you educate them together?—I am very decided in opinion that in the elementary schools they ought never to be separated. The little matters of sewing and knitting can easily be superadded to the education of the girl; but in everything else they ought to be educated together. Their separation is the result of a mistaken notion, that they cannot be safely together. They will be together, and that not safely, if usually kept separate. Put them under the same roof for the purpose of education, and they never can be more safely together. In an improved education their pursuits tend to improve them morally, and to prevent all the consequences, that would be felt under a more ignorant system, of educating them in the same school. I should therefore never think of separating them. The minds of the one sex are like the minds of the other; they are both entitled to an education of useful knowledge, of elementary science, and I would wish to see no separation between the two during elementary education. And there is another advantage of this; girls are put under male instructors. Women's instruction is not the best. In some of our schools in Edinburgh they have male instruction, and they benefit by it; they work up to a better and more beneficial exertion of their faculties under the conduct of a man than under that of one of their own sex.

2390. Mention any school?—The Circus-place School in Edinburgh, the Lancasterian School, Mr. Wood's School, the Model Infant School.

2391. Are you aware that in Prussia a man is always employed to teach girls, to a certain age?—I have heard so. I think the two sexes will stimulate each other in the best possible way to exertion; and, under the eye and guidance of their teachers, employed as they are, there cannot arise any evil from the intimacy.

2392. Perhaps you are of the opinion that it is a false prejudice to suppose the female mind is not capable of rising to as high a point of instruction as the male?—Most certainly, during the period of elementary education.

2393. The ground upon which you propose that the sexes should be educated together, is the greater vigour and energy and efficiency which such a course of education would possess?—Yes.

2394. Do you not think the female would lose in delicacy and refinement, particularly that species of delicacy which ought to be peculiar to the female sex?—I think not. The effect of proper elementary education will be such as to refine both sexes to a degree we have never seen, certainly in the lower ranks, or in any rank of life. What I call refinement is another word for the practical exercise of the superior moral faculties. It is the very essence of a well-regulated education to purify and exalt those feelings which the intercourse of the sexes calls forth. There would be a great diminution of the impurity of thought, which is too much now the nature of that intercourse. The sexes never can be more safely together than under the same roof, and under the same instructors; they are put under the same roof when they are under the instruction of their religious teachers, in churches and chapels; and I should expect that their being educated together would be attended with all the advantages which I have specified, and with no evils whatever.

2395. Would you propose to have female teachers, or wholly male teachers?—It would be very important that there should be a female superintendent along with the male teacher. This is essential in infant schools, and I think it would be very desirable in more advanced schools.

2396. Is not your opinion as to female education generally in favour of domestic education for females?—Certainly, as things yet are.

2397. As compared between domestic education, and the education at girls' schools as they now are?—Infant domestic education for girls is subject to all the disadvantages which I have recently mentioned. There prevails an idea that female delicacy is most naturally cultivated in the domestic circle; but during the period of elementary instruction, so many higher feelings would be brought into actual operation than can be in the domestic circle, that even if there were some little diminution of the mere polish which home education may produce, the advantages of higher moral feelings, and higher intellectual attainments, would greatly more than overbalance that disadvantage. Girls might have all the appliances of domestic care and superintendence, in addition to what is gained in the intercourse of the elementary schools; they are there but a few hours, and they may have the mother's care for the rest of the day.

2398. Do you think the advantage of educating the sexes together will extend

to

to schools where a woman is at the head of the establishment?—No; I would wish to see a man at the head of such a school.

2399. Supposing, from particular circumstances, you cannot get a man, would you still prefer to have the sexes together?—If a man is not to be had we must take a woman. The school must be under her superintendence and care; but I should think that a case which is not very likely to happen.

2400. Your observation applies of course to the elementary education of females?—Yes.

2401. In the higher branches of female education, you do not confine yourself of course to male teachers?—No, certainly; any teachers that are best qualified may then be resorted to.

2402. In the higher branches of education, would you prefer domestic or public education for girls?—Domestic certainly, after the elementary period.

2403. Are there not particular branches of mental education which women are more capable of teaching than men?—No; I think I would prefer having a male; a male has about him a certain power that is deferred to by the young, and which even a powerful-minded woman does not command.

2404. In fixing the age of 14 as the period for terminating the joint education of the sexes, might that not be in some instances too late a period?—Certainly not. The age of 14 is the age of puberty, when those feelings which would render their intercourse at all attended with risk are only beginning to be developed; and you have got the benefit of the training of all the previous period, when all the faculties, moral and intellectual, which are exercised in a proper system of elementary education, are available.

2405. Do you know any instance, from your experience, of the joint education of the sexes of that age?—Yes; in the parochial schools of Scotland. In the Circus-place School in Edinburgh, which is a school for the middling classes, the sexes are educated together; but I rather think at the age of 11 or 12 the girls are educated in separate apartments in the establishment.

2406. When you say 14, would you draw the same line for boys and girls?—I should; that time would be necessary for a complete course of elementary education for the one and for the other.

2407. You would not educate boys in that school till 14, and girls till 12?—No; I would give the girls the benefit of the additional two years, as well as the boys.

2408. But girls develope sooner than boys?—They do. The law holds that girls are minors at 12, and boys at 14; that is chiefly physically; with a view to intellectual and moral instruction I should make no distinction.

2409. Then you throw out of your consideration altogether physical causes?—No, I do not; but I think there would be no risk of these operating unfavourably, and the more that the maturity is not on the side of the boys.

2410. Admitting that elementary education should be national, and equal in quality whether given to the high or to the low, or to either sex, how would you support the machinery of such a system?—I have thought much on this point, and hold the opinion that the means must be provided by the entire population; in other words, by the nation. The machinery, which includes the teachers, should be furnished by the nation on an equitable and just principle.

2411. On what ground do you found that opinion?—On the ground that a system of general popular education is in its consequences, both direct and indirect, of the utmost value to the nation; there is nothing, whether it be viewed as a mode of obtaining direct good, or preventing much social evil, which to my mind has the importance and the value of a great and general system of popular education, and therefore I think that the nation, getting the value, are bound to pay the price.

2412. Do you think the support of a school has a greater claim upon the national funds than the support of a gaol?—Much greater, certainly.

2413. Both being intended for the prevention of crime?—The best mode of preventing the necessity and cost of police establishments, penitentiaries, and transportation, is the preventive system of a general plan of national education.

2414. Do you think that, without national funds being applied to the purposes of national education, it would not go on with sufficient rapidity even though there were a sufficient supply of teachers?—I can hardly imagine a sufficient supply of qualified teachers without national interference. That is a very important part of the machinery.

2415. Do you think that schools might not be formed for the instruction of

J. Simpson, Esq.

31 July 1835.

teachers sufficiently numerous to supply the country, without the intervention of Government?—When we consider that the population of Prussia amounts to about 13,000,000 or 14,000,000, which is very like our own population, that there are in Prussia, in actual employment at this moment, about 27,000 teachers, and that France, which is following in the footsteps of Prussia, will require in the same ratio about 37,000 teachers, I cannot imagine such an army of teachers provided by anything short of a great national effort.

2416. And you think that the thirst for education is not so intense, and so general among the people, as to create a demand, which would ensure a sufficient supply?—Certainly not.

2417. You think, then, that the whole people should pay for national education?—I think that the whole people should pay for it. I have stated that the principle upon which I call upon the whole nation to pay is, that the whole nation benefits.

2418. How would you propose to raise the vast funds necessary for such a purpose?—The most perfect system that has occurred to me is, that all the outlay of buildings, grounds, apparatus, and machinery of that description, should be provided by the Government, by direct Parliamentary grants, but that the endowment, maintenance, and repairs of the schools should be provided for by a parish or district rate.

2419. How would you propose to raise the funds?—With regard to that part which is to be granted by the Government, I give no opinion. Government will provide the funds.

2420. That is for the outfit?—For the outfit. The Chancellor of the Exchequer is the best judge of that. This will provide buildings, ground, apparatus, and *materiel* in general. Then for the endowment of teachers and the maintenance of schools, in so far as it shall be necessary, I propose a local rate, which has many advantages, direct and indirect, to be imposed on all householders, down to the humblest. This would bear very lightly on all, from being equally imposed, and would have this good effect, that people contributing to it would think they had a right to reap benefit from it, while it would operate in a considerable degree as a substitute for almost any other compulsion in inducing the lower classes to send their children to the schools. I should say that I would go further, and that I should double that rate upon the married, both as a check upon early marriages, and as the married have a more direct interest in its application, and in the benefits to be derived from it.

2421. Do you recommend that the rate should be the sole remuneration to the teacher, that he should have no school fees?—There is no opinion in the whole matter in which, on much consideration and considerable experience, I am humbly more decided, than that it ought to be so, and that school fees ought to be entirely banished from elementary education.

2422. A rate is rather an unpopular mode of supporting schools; how would you try to obviate the prejudice that exists at present against rates?—As the evidence I am now giving is guided by general principles, I disregard prejudices altogether. We should always look to that which is best; the prejudice is an ignorant one, arising from the belief that value is not obtained for the rate imposed. This will give way before the education proposed, and the rate will cease to be unpopular. It ought not to be unpopular, and it will be so light that nobody will feel it. The parochial system of Scotland is supported by a rate, levied upon the landed proprietors, and it has never been complained of, nor rendered education unpopular.

2423. You are aware that in Scotland it falls upon the higher classes?—Yes, upon the landed proprietors.

2424. Do you think that, a more eligible arrangement than laying the tax on all classes?—I would lay it on all indiscriminately, and moreover let them know for what they pay it.

2425. Would you graduate it according to the rank or station of the individual; would you make the rich pay more than the poor?—They must necessarily do so if it is proportioned according to their property; I should lay it on the rents of lands and on all householders.

2426. Would you levy it in proportion to the county cess they pay?—Then a large proportion would escape who pay no county cess; householders who are tenants.

2427. The question applies principally to the parochial or rural districts?—Yes;

Yes; all who pay county cess are necessarily householders, but all householders do not pay county cess; I want a larger class, indeed every person who has a house over his head, and who is not a mere lodger; all householders, down to the very humblest, would pay a rateable proportion. It would press lightly, but yet would always operate as a motive.

2428. Have the heritors made any objection in Scotland to the rate they at present pay?—I never heard of an objection to it.

2429. They build the schools as well as support them?—Yes; but school fees are also paid.

2430. Would you make the amount of payment to the teacher depend on the number of his scholars?—No; I think you may give him much higher motives for exertion, under a proper system, than that. It would not operate when you have one school only in the parish; the parish must attend that school or go to no school at all, so that he would have the number of scholars at any rate; but I would propose to stimulate his exertions in other ways. First, I would put a well-qualified man there, who had passed through a proper seminary for teachers, obtained a certificate of qualification, a *brevet de capacité*, and been placed upon what the French call the candidates' list; I am then sure that he has the qualification. Secondly, I should subject him to annual re-election, and thereby have the power of not re-electing him. Thirdly, I should subject him to a very strict system of inspection: and, lastly, I should hold out to him the benefit of promotion to superiorly endowed schools; and I think I should then have a much better security for his exertions, for his honest and zealous exertions, than I should have if he were merely looking to increase his school fees. To these I have other objections, which are not counterbalanced by their tendency to stimulate the teacher.

2431. Then you do not think a fixed salary would produce indifference and apathy with such safeguards and encouragements as you suggest?—I do not apprehend it would.

2432. Is the salary in the Scotch parochial schools a fixed salary?—It is generally a fixed salary. It was increased by an Act in 1804, but it is yet very moderate. There are no schools where it exceeds 40 *l.*, with a house and garden; the house absurdly limited, by a palpable mistake in the Act, to two rooms; "not exceeding" being in the place of "not less than." Two rooms in a Scottish cottage are called a *but* and *ben*; I should think contractions for "by out" and "by in."

2433. Do you find there is any relaxation of exertion in the Scotch system?—I believe the parochial system is exceedingly defective, and that one great advantage of the national system would be that of making parochial schools what they ought to be. These parochial schools of course would cease upon the system being adopted, but much superior parochial schools would be substituted.

2434. How would you propose to raise the rate; by public meeting, or by a specific law?—It is always best to allow a locality or district, when they have ascertained the sum needed, to assess themselves. It gives them a feeling of interest and power, and ensures equality in the levying of the rate, and therefore I should propose that there should be some arrangement, to the exact nature of which I am not prepared to speak; a local power, but under the superintendence of a more general system, to lay on the assessment as it is needed. We have an analogy in our poor's-rate in Scotland; the amount of pauperism is first ascertained, by the proper officers, the elders of the church; the heritors and kirk session then meet and lay on the rate.

2435. Are you aware that the popular schools in America, in many instances, are supported in the same way by local assessment?—I am. In the New England States many of them are so. There are in some of them very large existing funds, even lands in the distant settlements of the Union, and the deficiency is made up by an equable tax laid on the whole community.

2436. You do not think that such tax is an infringement upon the liberty of the subject?—I should think if you tax the subject for the support of war against foreign enemies, you may tax him for the support of a war against ignorance at home. You do so for public and judicial establishments, correction-houses, transportations, and executions.

2437. You prefer the system of equable taxation to voluntary contributions?—Very decidedly indeed.

2438. On what grounds?—Voluntary contributions have been found to furnish so small and inadequate an extent of funds, and to be so very precarious, now

J. Simpson, Esq.

31 July 1835.

flourishing and now decaying, that often seminaries so supported have fallen. On that ground alone,—their utter inefficiency to maintain anything like a national education,—I should conceive that were any considerable portion even of the necessary funds to be trusted to voluntary contributions, we should never see national education.

2439. Any other objections?—Yes. Besides the inefficiency of such a mode of support, there is the element of gross injustice in it, and that to, certainly not the least deserving portion of the community, the benevolent. Unhappily, that portion of the community is small. I believe it can be statistically stated, for it appears from the list of names in most places for the support of the various charities, that the same individuals can almost be noted, and are known to those who take an active part in the management of the charities. I have been at pains to ascertain it with regard to Edinburgh, where there is a population of nearly 150,000. I believe that the amount of those who ever put their hands in their pockets for a charitable purpose in which there is no show,—for that last is a very material ingredient,—does not exceed 1,500, and that they are not on the increase, but, on the contrary, from the variations of the times, of which all are at present complaining, even that 1,500 are reduced; and I have heard from a gentleman who is better informed than myself, that he can almost name the individual contributors to all the charities, not only educational, but all others, he can count them, and that they do not exceed 1,200. There is here so inadequate a source of support, that, even were there no oppression, and no injustice in it, to trust to it would be preposterous. But when we consider that this small remnant, who support all the charities, are to be called on to support education, the injustice of it is so glaring, that it ought not to succeed. An opinion seems to pass current from mouth to mouth, without being properly considered, that it would be to interfere with the free course of benevolence and of charity to substitute a rate for subscriptions.

2440. Is it the best way to encourage charity and benevolence, to oppress and overload the charitable?—I should think not; it recalls the sarcastic observation of Voltaire's Candide, who accounts for shooting Admiral Byng, by saying, it was "*pour encourager les autres.*" It is not the best way to encourage charity, in a community of 150,000, to oppress 1,200 persons who have the misfortune to be benevolent, while all the others look on and refuse to touch the burthen with one of their fingers. Therefore I am very unwilling to lay on this portion of the community the burthen of supporting national education, to the smallest amount beyond their fellow citizens. I know it to be the opinion of one very high authority, that if the Government were to come forward with a proportion of half, or two-thirds, the rest should be left to private benevolence. I think, with the greatest deference, if it were so left, the remaining third, or fourth, or fifth, or sixth, or even tenth of the burthen is what these benevolent individuals are not able to bear; and if to-morrow it were offered to Edinburgh to supply its whole infant and juvenile population with adequate schools, provided the community would by voluntary subscription find one-tenth of the expense, the offer would be a mockery; it could not and would not be accepted. There is the yet further injustice attending it; the benevolent would be taxed twice; they would be taxed to pay their proportion of the national grant, and they would tax themselves to furnish the remainder of the means. In all matters of the kind where it is really intended to raise the means to meet a great exigency, an equable impost is the only efficient and just course. We had an example of that at the time of the cholera. We first attempted to meet it by voluntary contributions, and we failed; then Parliament laid on a rate; but they forgot to give the poor benevolent the benefit of their previous subscriptions, and those who had largely contributed paid the rate besides. Ignorance is a permanent cholera amongst us, which requires that we should meet it by an exertion corresponding to its magnitude.

2441. The two late grants of 20,000*l.* each have been eagerly sought for in England, and met by corresponding liberality on the part of the public, have they not?—I believe they have; but I do not think we are entitled to conclude that that would be long the case; and I believe it will be found that the places where the benefit of the grants has been taken are those where schools were not before established; where the thing was new, and where there was a corresponding zeal, tempted by the offer of a large proportion coming from the Government; but I fear that that zeal will very soon be exhausted, and the expectations of those who think

think that it is to go on, and that Government, continuing to make grants, will continue to be zealously met by voluntary contributions, will be disappointed. They will find that the alacrity will diminish, and I should think a few more grants will bring out that truth.

2442. Is it not found that in those very districts where education is most wanting, the means of providing it are very often most scanty, and consequently, if a large voluntary contribution be requisite for the establishment of a school as the condition for the Government grant in those districts, schools will not be raised?—They would not.

2443. Would not this additional inconvenience arise from voluntary contributions to meet the Government, that it would require that an account should be kept with the teacher as well as with the builders of the schools, and that very considerable difficulties would also arise in the arrangements about the lands and property?—Such difficulties are likely to arise.

2444. Do you think these difficulties would be obviated, by funds being contributed by the Government on the one side, and by the entire locality through the means of assessment, on the other?—Nothing appears more simple, than giving the Government the first outfit, and requiring that the locality shall answer for the master's salary, the repairs, and all the current expenses.

2445. It is very often said, that voluntary contributions are self-imposed, and that therefore they are not burthens?—They are great burthens nevertheless. The benevolent feel a demand upon them to relieve human misery, and even to further human weal and happiness, much stronger than any compulsory impost; but that is no reason why they should continue to be oppressed.

2446. Voluntary contributions, by their very name, imply that they are willingly given, and are no burthen upon the individual?—I hold that they are a great burthen, and that many who impose them on themselves do so very naturally grudging that the great majority of non-contributors are looking on, and reaping the social benefits for which they are paying. Such is the very nature of philanthropic feeling, that it continues to burthen itself rather than that society should suffer; but it is not the less unjust to allow it to go on. The waggoner pursues another course with the lazy horses, and forces them to share the draught with the willing,—if you will permit such an allusion.

2447. It is a very just comparison. Is there not another inconvenience arising from subscriptions, that a rich individual in the neighbourhood often contributes the most, and in return for such contribution is apt to assume a greater control over the school than he would otherwise be entitled to?—That is a very obvious and frequent evil.

2448. Do you see any injurious consequences likely to result from such interference, arising merely from the circumstance of having contributed more money, without reference to the qualities of the individual?—I think the evil is very serious. The result would be, that the whole working would depend on the caprice, and it may be the ignorance of a rich individual, and it would give that worst of all influence, the influence of a heavy purse, which is immoral in its nature, and mischievous in its tendency and effects.

2449. Do you not think that such influence would have the effect of deterring the population of the country from taking advantage of the school, or even if they did take advantage of it, of making them feel that they received it rather as the bounty of an individual, than as a benefit to which they were entitled by the position they held in the State, and the money they had contributed?—That must be a very common occurrence in subscription schools.

2450. Do you think if national education were principally, or to a considerable degree, to depend upon voluntary contributions, there would be a considerable apprehension of its failing?—I should have not only a considerable apprehension, but I should have no doubt of its failure.

2451. Have you any grounds, within your own experience, for so confident an expectation?—I have. We have been enabled to establish only one infant school in Edinburgh by public subscription; there are two which have been recently established by two of the established congregations, by the exertions of the ministers; but when I speak of one, I mean one general model school for infant education. The society of which I am a director have never dreamed of establishing another, as they can hardly by voluntary subscriptions support that one. It is yet supported, though the directors are in great fear of the failure of funds, when the interest its novelty has excited has abated. With regard to the Lancasterian

J. Simpson, Esq.

31 July 1835.

school of Davy-street, of which I am also a director, and which has now existed, as the only school of the kind, for something more than 20 years, supported by voluntary contributions in aid of school fees, we have had annually stated to us the anticipated necessity of shutting up its doors from the failure of subscriptions. The most urgent appeals are from time to time made to the public, always accompanied with the threat that we must shut our doors and send 600 pupils away; and a few days before leaving Edinburgh I had occasion to meet the secretary of the Lancasterian School Society, who told me that he had much worse news than ever about the state of our funds, and that he must call us together to consider whether we could go on. I told him that I was glad of the predicament we had got into, because it would be a strong fact for a Committee of the House of Commons on the question of voluntary contributions, of which I heartily disapproved, and might furnish an additional reason for putting education on a better footing. I am informed that in other places the seminaries for the lower classes which are supported by voluntary contributions are all in the same precarious state, and that some of them have actually been embarrassed for want of funds; but I can speak from personal knowledge with regard to those schools which I have mentioned; and the directors have little hope but in national aid, when that shall be vouchsafed.

2452. Do you think if any schools likely to be supported by voluntary subscriptions, it would be schools of that magnitude, importance and advantage?—No doubt of it. If Infant schools and Lancasterian schools are allowed to fail, I should have no hope of any other description of schools. I use the term Lancasterian to denominate the kind of schools which in England are divided into National and British and Foreign, a distinction we do not make in Scotland.

2453. Do you think that the larger schools, which are supported by contributions generally, absorb the smaller schools?—Yes, that is the case; the Lancasterian schools absorb many smaller schools.

2454. Do you think that such circumstances are productive of great evil, not merely to the schools discontinued, but the effect it has upon the community in preventing other institutions of a similar kind arising?—No doubt it has that effect; the community depend upon the continuance of larger schools.

2455. Is not the general tendency of two or three failures of the kind to produce a feeling of apathy to education generally?—It produces a very injurious effect certainly upon the public feeling.

2456. The community would not think it worth their while to make sacrifices for an institution which might fail in a few years?—They would naturally consider that they were throwing their money away.

2457. If these institutions had some assistance in the way of Government grant, do you think it would prevent individuals from subscribing?—I think that would be exactly the feeling; but such donations might be better applied in other ways, their great educational object being already provided for by the national system.

2458. Would this failure of voluntary subscriptions be the result of a Government or of a parochial assessment?—Of both; but I hold it would be no evil.

2459. Upon what grounds?—That the thing would be better provided for. The ultimate good of these voluntary gifts is to support a particular object; but if that object is better supported already there is no occasion for the gifts.

2460. You lay little stress upon the exercise of benevolence and kindly feeling, supposed to be evinced by these voluntary gifts?—Benevolence and charity would still have a sufficient field of action, to remove other evils and to mitigate other sufferings to which mankind are subject. Although elementary education be put upon another and a more certain footing we shall not want calls on benevolence: "The poor you have with you always."

2461. Do you not think that the same reasoning which is frequently used in support of the utility of these voluntary subscriptions in exercising benevolence, might with equal propriety apply to subscriptions for the use of the army, or the navy, or the expenses of Government?—Certainly; and if there is no other way of encouraging benevolence but exhausting it, you may call on any great proprietor to furnish 100,000 *l.* towards the compensation of the West India proprietors, or any other great national object.

2462. Do you hold that schools would cease to be cared for and visited when the interest which voluntary subscription ensures to them had ceased?—A much better, more enlightened, and less precarious superintendence would be provided for schools under the national system; and the more that it is not true that voluntary

contributors zealously superintend. Every active director of such a school knows that after the novelty has ceased it is utterly impossible to obtain even a reasonable rotation of visitors, and that the duty is always done by an active director or two and the secretary, whose office implies his zeal.

2463. You think, then, that funds granted on the one side by Government, and on the other side met by the equal contribution of the whole locality, is the best means of establishing a national system of elementary education?—I do.

2464. Do you see any difficulty in reducing it to practice which you have not suggested to the Committee?—No; I see no difficulty in the Government grant, and I see none in the local rate. The details of the local machinery may be the subject of after arrangement, but it would be perfectly easy to raise a rate which shall have education for its object.

2465. Do you think it would be considerably easier, and received with greater cheerfulness by the people, if enforced by a legislative enactment, which they knew was common to the entire empire?—No doubt they would feel that that gives a higher character to it, and that it is not capriciously laid on by a local authority only.

2466. It would be an additional advantage that it was known to have the solemn sanction of the law of the country, inasmuch as to that law the people pay habitual respect?—It would; and an intelligent people will come to regard the very education tax itself as a thing not only not unpopular, but as that public burthen for which they derive the most real and substantial return.

2467. Then you object to leaving education to the casual arrangements of this or that Government, subject not only to the caprices of individuals in the Government, but to those contingencies to which Ministries are exposed?—I certainly do.

Lunæ, 3° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

James Simpson, Esq. called in; and further Examined.

2468. DO you think making education a national measure would tend to create a monopoly, to the prejudice of local teachers on their own account?—The field would be so very extensive under a great national system, and there would be such a demand for instructors, that the few that would be left out ought not to be considered as furnishing a sufficient objection to the establishment of that system. In Prussia they now require, I believe, 27,000 schoolmasters, and in France they will require 37,000; and as a national endowment would elevate the character and increase the comfort, and generally improve the condition, of all instructors, there would be an infinitely greater inducement to come within the national system than to undertake the business of a teacher out of its pale. Moreover, I do not see that there would be any reasonable objection to require that the independent teachers, over whom you have no control, and do not know what they are doing, and what education they are giving, should go through the nation's Normal schools, or schools for teachers, and have a certificate of qualification, a *brevet de capacité*, as it is called in France, as well as those admitted into the employment of the general national system. For it is a great evil, of which we have all reason to complain, that persons take up the business of teaching at their own hands, a greater evil than even taking up in the same way the practice of medicine. It has quite become a by-word that a man becomes a schoolmaster when he is good for nothing else. Under the national system the schoolmasters would be of so superior a kind, and so liberally encouraged, that there would be little facility for these private traders, and it would be quite as well that it should be so.

2469. Your answer assumed that there should be a directing body, whatever it might be, to make the selection of the most competent teachers, and point out the best line of education that could possibly be devised?—Yes; and I would add, to establish a proper system of school books.

J. Simpson, Esq.

3 August 1835.

2470. When you speak of a system of national education, do you mean a system which should take upon it to supply a body of well-educated teachers?—Yes, a well-ordered machinery that shall supply the whole demand with the means of the best education.

2471. You do not contemplate such a system as is known in Scotland; a system which at the same time that it supplies, to a certain degree, the national demand for education, also admits the utmost freedom of voluntary education?—I wish to see established a national system which shall provide elementary education (for to elementary education to 14 years of age the national system will be limited) for all ranks, without distinction; but I would not interfere with private adventurers. But the national system, if it is made what it ought to be, in its machinery and in its substance, will be so greatly superior to what private exertion can produce, that I should not expect that private exertion could operate to any considerable extent.

2472. Supposing there should not preside that spirit over the directing body which you take for granted should exist there, is it not probable that, instead of promoting the cause of national education, you would rather deaden and produce a mediocrity of education throughout the whole community?—That will depend very much upon the quality and character of the directive machinery; and if that is what it ought to be, and is subject, withal, to the watchful eye of a free press, and the care and supervision of Parliament, then I should say that there would be no danger of what is apprehended by the Honourable Member; and I would add, that proper provision will thus be made for education not being stationary, but keeping pace with the progression of human life and human knowledge, up to the highest point that the lights of the age shall afford.

2473. You would not apprehend from the comprehensive character of such a system the gradual extinction of all competition on the part of teachers?—No, I would not.

2474. Do you think that if support were given by the State in the manner you have described, that it would be an infringement upon the liberties of the teacher, or the liberties of the individual?—No, not to the extent I have proposed. For the benefit of the educated teachers themselves who are out of the pale of the national establishment, I should wish that they should at least be known as qualified persons to some directive board. It would be satisfactory to know that those who prefer private instruction should have at least as good teachers as the national. The question is, how far that could be done consistently with free trade in teaching. A restriction in the matter of education, requiring of free teachers such credentials of qualification as we now require from medical practitioners, could not be seriously objected to.

2475. At the Bar such credentials are not required, and yet we find that without them, the public are good judges of the superiority of one lawyer to another?—In Scotland both branches of the law are subjected to rigid examination, both the advocate and the solicitor, before they receive their warrant to practise. It is, I believe, not so in England.

2476. But taking England, why should it not be the same with reference to teachers?—The great body of the public are not good judges; those who judge of the qualification of an advocate at the bar are not the lowest of the people; they are men who are very good judges of legal qualifications; but the great body of the people, as in the case of medicine, should have a guarantee of qualification in teachers, by some credentials showing that they were possessed of the necessary qualifications. I hold, that, as with medical practitioners, and of the law in Scotland, that would be no infringement of the liberty of the subject. I think that those who aspire to conduct schools at all should attend a properly arranged Normal school, in order to qualify themselves for the purposes of education.

2477. You would wish to possess the power of preventing any person from teaching without a licence obtained, after previous examination?—Yes, certainly.

2478. Both in private and public?—Yes.

2479. When you speak of a national establishment, do you mean such an establishment as will provide that one person, say, in every eight out of the population should frequent school, and will furnish elementary schools for that number?—Yes, for the whole population, between 2 and 14, as is done in Prussia, France and America.

2480. Do you think it sufficient that the State should provide qualified teachers without affording any other aid, leaving to the people afterwards to choose those teachers, and to carry on education as they might think most judicious?—If nothing better could be obtained, I think it would be a very great advance that the State furnished qualified teachers; but I humbly think that the State might do much more.

2481. Do you not think one of the advantages of a State provision would be the shortening the time, and obviating the difficulties that might be in the way of education, and effecting the object more rapidly than could be done without the assistance of Government?—That would be one of its advantages.

2482. You would place under this licensing system the whole of the education of the country to a certain extent?—I would.

2483. Where a body has a power of control of any kind, would not the persons who would come before it as competitors be placed to a certain extent under the dominion of whatever spirit presided in that body?—That is an evil, but it is shared by the candidates for medical practice generally, and legal practice in Scotland; and there are countervailing circumstances which would go a great way to remedy it.

2484. Should I not, as an individual, have a right to complain that my natural liberty was interfered with, if I should be prevented from sending my child to be instructed by whom and in whatever manner I pleased?—That is a very difficult question, and to answer it we must balance evils and advantages.

2485. You cannot give to anybody the power of licensing teachers without giving them a power of rejection, and is there not a liability of that power of rejection being improperly used?—It may, unless the machinery is so furnished with checks as to meet such a case.

2486. Supposing examination were altogether dispensed with, and merely passing through a certain course of education, proved by certificate, were considered as a sufficient licence, would not that remove the objection of the monopolizing character imposed upon education by a particular body?—I should think it would; but it would be of great importance to insist upon all persons who are to take upon themselves the important functions of teachers to attend well-provided and well-regulated Normal schools.

2487. The suggestion which the previous question involved was at variance with the idea of compelling all teachers to undergo an examination and instruction in Normal schools?—I have not given a decided opinion of the necessity of examination for a licence, but the candidate should produce evidence of having attended a Normal school.

2488. Would you not think it sufficient that persons desiring to become teachers should be able to produce certificates from the University of Dublin, or the Belfast Institution, or the various institutions which we hope to see established in Ireland, of having passed through a course of instruction fitting them for teachers?—I should have very great respect for the certificate of these bodies, but I should like better that the candidate had attended a Normal school. I should like to know what he had learned, or at least had the opportunity of learning.

2489. You would not allow an individual to send his child to be instructed by anybody who had not gone through a Normal school?—I rather think this question is answered in the opinion that no person shall teach the young, between two and 14, who has not attended a Normal school.

2490. Do you not think if it were necessary that every teacher should undergo a certain course of education in the Normal school, that there would be persons, however few, and time sufficient, however short, to interpose certain principles and engender certain views, which might have the effect of paralyzing and taking away the principle of vitality from the instruction given to the community at large?—I should not have that fear if the Normal schools were what they ought to be, and the attendance upon them sufficiently long.

2491. The system you propose implies a perfect administration, or a highly improved administration?—It does.

2492. If that administration should fall short of that point, it has in itself no corrective principle; whereas, if the education be perfectly free, there is always a tendency in competition to correct any errors which may grow up?—Experience hitherto says very little for free competition. The people are yet uneducated, not only in the inferior classes but all classes. Education is yet extremely defective for all classes of the community, and we know it has been left to very free competition hitherto.

J. Simpson, Esq.

3 August 1835.

2493. Do you not think the object of educating the whole community would be sufficiently answered, by subjecting to such a regular course of instruction as you have described those only who look to the national system, leaving the most perfect liberty to those who do not look for such assistance?—I do not think the education of the people would be sufficiently provided for under that system; I think it would break down and fail.

2494. The question supposes that the means of improved elementary education should be placed by the State within the reach of every individual in the community; but that having done so much you should stop, and leave to private competition the power of choosing whatever education should seem best to the individuals composing the community?—I think if you offered to the whole body of the people, who choose to avail themselves of it, the benefit of the national plan, I should say there would be little danger in leaving all beyond free. I think it would come to this, that a very small fraction of the whole would be educated under the free system.

2495. You have stated that education should be furnished to the whole people; how would you distribute the proportions of the means which should come from Government and which should come from the People?—The portion that should come direct from Government should be that which is necessary for the furnishing what may be called the *materiel*, the buildings, ground, apparatus, and equipage generally; while that which ought to be furnished by the localities should be the provision for the teachers and the current annual expenses of the school, including the repairs and upholding.

2496. You have spoken of grants from Government; which would you think preferable, grants in money by annual estimates in Parliament, or endowments in land?—I should prefer periodical grants.

2497. What are your objections to land endowments?—They are under less constant and watchful control, and more liable to be perverted; and experience has proved that they have been too often abused; while it is of the very nature of a periodical grant to provide the necessary funds, according to what the Committee have very properly called an estimate, that is, exactly according to what is wanted, and no more, at the time.

2498. Should you prefer having a certain sum for the purposes of education placed on the Consolidated Fund, or should you prefer the subject coming annually under the consideration of Parliament?—I have sufficient confidence in the Legislature that the great object of education should not be allowed to be stopped or interfered with by any difficulty upon an annual estimate, and I should like to see it as much as possible under the control of Parliament.

2499. Do you attribute the difficulties that have been hitherto experienced to an indisposition generally to promote the cause of education, or to the particular circumstances arising out of the political temper of the times?—To indisposition or indifference. The political temper of the times can never be without some temporary effect; but when a great national system is in full operation, that source of difficulty will disappear.

2500. What is your experience as far as other countries are concerned; have you seen any indisposition either in France or Belgium to make considerable grants for the institutions of education?—No; and in America such institutions have been established throughout the country. If the Government were to build and provide the *materiel* of schools all over the empire, by one general grant, such as has been given for the compensation of the West India proprietors, there would be no occasion for the matter of education forming a part of the annual estimates. But I am not inclined to think that that would be so expedient a method, nor would it be so natural, nor certainly so popular, as an annual grant, according to an estimate, to meet the whole amount of the requisite provision of schools.

2501. Your answer supposes that there is such a deep conviction of the value of education in the House of Commons, that no resistance would be made to a considerable grant for the purposes of education?—I do contemplate a state of things when we shall be able to say we are dealing with established principles.

2502. Are there not large funds at this moment known to exist in this country for the purposes of education?—There are.

2503. And would it not be right first to apply to those funds, before Parliament were called upon to make a grant out of the public money for the purposes of education?—It would not only be proper, but Parliament has a perfect right to do so. Those funds were left for the purpose of educating particular classes, or

particular localities, and therefore it appears to me there is no interest existing any where to prevent a more enlightened and efficient application of those funds; and which, were the benevolent individuals now alive, and themselves enlightened, they would now wish. There is no interest to prevent it; the only existing interest is that of the locality, or the class, to receive good education; but the national plan would afford them a much superior education than it was possible for the authors of these endowments to contemplate. I have not been able, therefore, to see a single solid objection to Parliament disposing of such endowments, for the purpose of conferring a vastly superior education to what was even heard of by the original founders.

2504. You do not then consider that public charities, or private bequests, should interfere in any way with a more enlarged and judicious application of the funds which exist in the country, either in the shape of land or otherwise, for the encouragement of education?—I do not; there is no interest, and therefore legally no right, that I can discover, in any individual or individuals to prevent this most useful application of such funds.

2505. Would you think it a violation of the will of the endowing individual, or any injustice to his heirs, that such property, if necessary, should be sold for the purpose of more fully applying it to the purposes of education?—If his heirs have any recognisable reversionary right as individuals, it might alter the question; but if the endowment be purely limited to the purposes of education, and there are no individual rights existing, either now or in reversion, I should see no objection whatever to that appropriation.

2506. In case difficulties occurred such as you state, would you see any objection to putting these several endowments under one body, for the purpose of bringing them up to the level of instruction which is required by the present age?—I think it would be not only proper but quite necessary to do so, and that every particular endowment should be most strictly examined as to its constitution, destination, and kind of property.

2507. Do you think it better to consolidate all the funds which are now vested under particular trustees and apply them generally for the purposes of education, or that a controlling power should enforce the performance of each trust to the fullest extent under its present management?—I prefer the first alternative; because many of those endowments are limited to very imperfect education.

2508. Do you think it would be better to apply them generally than to confine them locally, even if those particular schools could be improved as much as possible?—I think it would be much better to consolidate them, and to apply them generally, than to the particular locality, and for this there is another reason, the funds would be too much for some localities, and too little for others; but I would give to both localities that greatly improved education which the national system is meant to introduce, and by doing so I should do much more, even for the richer, than would be done by leaving it to retain funds greatly too large for the purpose, and which might be much more beneficially applied generally.

2509. Do you think that in any degree it would interfere with the rights of property or be an injury to the public to make such application, and in the manner you have described?—I cannot see that it would.

2510. Do you go to the full length of saying,—suppose in the case of the Royal schools in Ireland, where there is a considerable property attaching to individual schools established in different parts of the country, in some of which cases the property is excessive, as compared with the wants of the district,—do you go to the length of saying that it is desirable that such property should be altogether sold or placed under a new arrangement; you would apply the several funds provided for the maintenance of schools in the particular localities in the fullest extent to the wants which the neighbourhood required, and you would consider the surplus applicable to the establishment of good schools in other places?—The means of a national system would be greatly more available if all endowed property were sold, and the capital applied to promote that system generally.

2511. Is it not possible that endowments in lands, such as those belonging to the Royal schools of Ireland, might have the effect of providing through a course of ages almost, a source from which education could be supplied; whereas the providing education by annual estimate or by local contributions might be of a temporary kind, the result of particular national impulse at a particular period?—There would be very small hope for the public at large, and even for the localities, if we

J. Simpson, Esq.

3 August 1835.

should ever see the time when there should be the smallest danger of a relaxation of the spirit of educating the people under a national system. It would then be a matter of little importance whether such endowments existed or not, for they would share the common fate, and run again into the abuses in which we now find them.

2512. Even in this enlightened age it is extremely doubtful, if the Chancellor of the Exchequer were to propose a grant of a sum of 200,000 *l.* for the support of education in this realm, whether he would be able to carry the vote. Supposing the Universities had been dependent upon annual votes, or such sources as you have observed, do you think it at all probable that they would have subsisted for several centuries?—I should think that starting from the period of society in which we now live, they would have a much better chance of the support of Parliament, than in the remote ages through which they have hitherto passed; but their endowments, splendid as they are, have rather subsisted as direct estates to the fortunate incumbents, than as the means of keeping alive and diffusing the best education; they have had too much of a monastic character for this; and it is well known that they have been the subject of reproach, according to Dr. Adam Smith, as the asylums of errors hunted out of every other corner of society.

2513. Your answer does not mean that the Universities, as supported by endowments, have been the means of retarding education instead of accelerating it?—No, not altogether so; for those endowments and the monasteries were the only chance for education in the age in which they were established, and long afterwards, and if they had depended on the votes of the Legislature they would not have been established at all; education, so far as it has been aided by them, would not without them have been heard of.

2514. You think it was a matter of absolute necessity and not a matter of choice which directed the endowments in land for the support of schools, the Legislature at that time not being in the habit of granting sums of money for such purposes?—Quite a matter of necessity; there would have been no schools without it.

2515. You cannot draw any conclusion as to the advantages of their existence from the advantages that might be derived from them in former periods?—Certainly not.

2516. Do you consider it an additional evil, the existence of endowments, mixing up the duties of a teacher of a public school with the management of lands and other subjects independent of the purposes of education?—That is a great evil.

2517. And placing them beyond the control of Parliament and public opinion?—No doubt of it; and I should think that that is one cause of the great predominance of the dead languages as part of the education of youth; there are such magnificent endowments to support them, which must fail to these incumbents if the dead languages did not continue to be the primary object of education.

2518. Then you consider that any individual who, in a spirit of beneficence and enlightened charity, should form an endowment and give an estate for the purposes of furnishing education in a particular neighbourhood, would be conferring an evil instead of a benefit on society?—A relative evil, if there was a national system existing at the same time.

2519. And a more judicious arrangement on his part would be to place whatever funds he intended for education at the disposal of such public system, to be applied in the most useful manner?—Certainly.

2520. If the funds arising from endowments were applied in the manner you suggest, do you think that the funds required from Government would be comparatively small?—No; because I should suppose, from what I have heard, that if these endowments were all accumulated they would not nearly be adequate to the support of a national system.

2521. Do you not think it might be desirable to keep up a sort of competition, through the means of these private endowments; where the trusts were fully performed, might not the existence of such private establishments have the effect of keeping up competition with any systematic arrangement for a national establishment which might be formed on the principles of the suggestions you have given to the Committee?—They might, certainly; but I am so much disposed to prefer a general and extended system, that I should not be sorry to see them disappear by being merged into that system.

2522. What

2522. What experience have we of such a systematic arrangement of national instruction of all classes as you propose?—It exists in Prussia.

2523. How long has it existed in Prussia?—I believe from about 1819 the present system has prevailed there; and it exists in America.

2524. Has it not been stated by persons who have inquired into the subject, that the systematizing of education in Prussia has been to produce an inertness of feeling on the subject, and to paralyze rather than stimulate the energies of the country, in that respect?—I am not able to answer the question as to the working of the system in Prussia; it is certainly not so in America.

2525. Would you apprehend such consequences from the establishment of such a system in this country?—I think not; and certainly we could not be worse off than we are under our present free system.

2526. The question has reference to which you would prefer, a national and systematic education, going hand in hand with private endowments, subscriptions, &c., or one uniform national system centralized, which should supersede all other education?—I should think, the system which was to operate systematically throughout, and which would supersede what we now call grammar schools. I consider grammar schools to be a very great obstruction to proper elementary education, and I should be very happy to see grammar schools superseded, and a proper enlightened system of real knowledge introduced under a systematic national plan.

2527. Why would you not provide for national education solely by Government grants at once, without calling upon the people to pay by subscription or assessment?—Because I wish the people to know, to a certain amount at least, that they were paying for education; it would increase their interest in it, and thus be the means of causing a much greater watchfulness over it; and it has always been found that the best possible way to make the public take an interest in anything is to make them pay for it, and they always associate with the payment of money not only the right but the duty and the interest to watch the working of the system. I should expect from the payment of such a rate that it would cause a greater degree of public interest in the working of a great national plan, than there would be if it were supported entirely, both in provisions and annual expenses, by a national grant.

2528. You stated, I think, in your former evidence that you did not apprehend any opposition on the part of the public to such an assessment, and you mentioned that there were facts to bear you out; will you furnish the Committee with these facts?—The only example of the payment of an education rate is where it falls upon one class of the community, namely, the landed interest, and that is the rate by which the parochial schools in Scotland are supported; and so far is that rate from leading those who pay it in the slightest degree to be hostile to education, that it is, perhaps, of all others, the tax paid by the landowners which they least grudge. The parochial education of Scotland has always been the boast of the country.

2529. You have strongly expressed your preference of assessment to subscription; would you apprehend that in the voting of such assessment at a public meeting, the rights of the minority would be sacrificed to the majority?—The assessment being measured by an ascertainable and previously ascertained fact, namely, the sum wanted for the exigencies of the year, such a risk must be very limited, if it is to be feared at all.

2530. If such danger existed, do you think it could be counteracted, by requiring a large proportion of the meeting to form this majority; such, for instance, as three-fourths or four-fifths, as it might be found expedient?—That is a good suggestion.

2531. Should not individuals, as in all other arrangements of society, be compelled to sacrifice their personal feeling and convenience to the general good?—Certainly. I might mention an analogous case, that of assessment of the poor rates in Scotland, of which I have never heard complaints. Those assessments are laid on by the proper local meetings, according to the sum wanted for the actual pauperism of the year; the persons who assess themselves are the landowners, at their meetings, and I have never heard a complaint that injustice was done to any portion of those proprietors.

2532. Do you think the objections made to the assessment are futile, when we take into consideration the local benefits derived from education?—When we take that consideration into view, all objections vanish.

J. Simpson, Esq.

3 August 1835.

2533. Do you think it quite as reasonable to provide by assessment for the support of national education as for the support of the army and navy, the courts of justice, police, gaols, &c.?—I hold it would be so, for national education is quite as important as any object which has been alluded to.

2534. Do you think the objections to such an arrangement are attributable more to the ignorance of the real object of education, or inherent difficulties in the subject itself?—I think certainly the first; to an incapacity on the part of the public yet to estimate the advantages of a general system of national education.

2535. Are you aware that, in Prussia and other parts of Germany, the national obligation to furnish instruction, is reckoned a duty, upon the same level with that of protecting person and property, upon the ground that it tends also to the safety and prosperity of the State?—I have heard that it is so; and it is very important that education should be elevated to be a national object of that rank.

2536. If such a feeling were generally experienced throughout the country, would there not be a willingness on the part of the humblest portion of the community to support it?—I hope such a time will come; it is on the wing; and education itself will be the means of hastening its arrival.

2537. You have stated that the rate upon the parish for the support of the school would be inconsiderable, and would not be felt as a heavy burthen?—No, certainly, when spread over the whole of the locality it would be a very trifling burthen.

2538. Is it so felt in Scotland?—It is very trifling, even in relation to the landed proprietors in Scotland, who pay it all; but when spread over the whole community, it will fall very lightly upon the householders, and yet it would be important that they paid it; it probably would not amount to more than 2 *s.* in the year, upon a house of 60 *s.* rent.

2539. Do you think it would be a better arrangement that there should be an assessment for the support than a large contribution at once for the building of the school?—Undoubtedly that last should come from Government.

2540. There would be a great objection to a large contribution?—Yes.

2541. Is it a fair arrangement, that a man who is here to-day and gone to-morrow should be called upon to contribute towards the building of a school from which he might probably derive no advantage?—I think it would not be fair.

2542. On the other side, do you think it would be quite fair that he should pay for the education which his children receive during the current year?—Yes.

2543. You have stated that the parishes in general would willingly acquiesce; do you think that the sum required from the nation would be of such amount as to meet with serious opposition from the Legislature of the country?—I have no doubt it would be an amount which you would call vast, and it would be very difficult to reconcile the Legislature to grant it, because the evil is not pressing; ignorance is not felt to press urgently, though its effects are felt by us every day and every hour of the day; but it is not one of those obviously urgent and pressing evils which would reconcile the country and induce the Legislature to make very large grants, especially so soon after the great grant to the West India proprietors. But I should look forward to a demand at least as large as that to establish a system of national education all over the empire, and perhaps greater.

2544. Than twenty millions?—Yes, twenty millions; as much has often been granted for the fitting out of a fleet, the equipment of an army, or the subsidizing of a foreign prince, with a certainty of its never being repaid.

2545. Would you recommend so large a sum should be granted at once, or that small sums successively should be voted by the Legislature?—I should expect that it would be more likely to be done by advances of smaller sums; a large sum would frighten the Legislature and the Country so much, that I am afraid it would not be effected.

2546. On the plan you have suggested, as to the application of Government grants in building schools, and other objects of a permanent nature, is it not to be supposed that after a certain period, those ends being fully accomplished, there would not be demand for these grants, and consequently that the expenditure of education would go on gradually diminishing from year to year?—No doubt that would be the effect; and the grants would come to be needed only to meet the extension of the population.

2547. So that ultimately the great burthen of the support of education would rest upon the several localities, and not on the State?—Yes.

2548. And that being progressive, time would be allowed for the public mind to adapt itself to the objects in view, and the opposition otherwise apprehended would be gradually removed?—Yes, that would be the result.

2549. What is the opinion you hold upon free education?—I hold that education should be free to all ranks of the community who choose to accept it. I have very long and deliberately considered this question, and discussed it with eminent educationists; and although some of them differ from me, many of them, for whose opinion I have the highest respect, concur in my opinion that a system of free education is absolutely essential to the success of the national plan.

2550. Upon what grounds do you base this opinion?—The sole ground on which I find school fees defended is the maxim, which seems to pass current, without examination, from mouth to mouth, that education will not be valued unless it is paid for; but the practical principle upon which the great body of the people will act, and do act, as experience shows, is the reverse of the maxim, namely, that education will not be paid for unless it be valued. It is a solecism to hold that you will make people value that which they do not value, by demanding payment for it. Now it must be remarked, that the assessment is compulsory, and so far would establish value, because you have taken the money; but school fees are voluntary. You must leave them to the parent's option to pay, or to save his money and withhold his children. If he does not value education, I have never been able to see why you will make him fall in love with it by merely telling him he must pay for it if he has it. I should compare such a course to something like the following: suppose you were to tell me, "you shall have all that rubbish if you will cart it away," but I do not value that rubbish, and I will not have it, particularly as the condition of having it is that I should cart it away. "Oh, then, you shall pay a shilling a load for it;" and immediately I am brought to value it, and take it away! In the same way, if you have no other way to make the lower classes value education than by making them pay for it, you will make very small progress indeed.

2551. You stated in your former evidence that if the people were compelled to assess themselves, or if they did assess themselves, they would then value their education?—Yes; but as long as you leave it to their option to pay these school fees or not, if they do not value the education they will refuse to pay them, and they will take the other alternative, of withholding their fees and their children from education.

2552. Is the consequence of requiring the payment of school fees felt in many cases to be important, especially where the labouring classes are in question, who actually derive benefit from the labour of their children; do they not complain that they are not merely required to pay fees for their children, but also give up the labour, or the produce resulting from the labour, of their children?—Yes, that will operate as another repellent force; but the great body of the people, who require education most, have, in the demand of school fees, a sufficient inducement to avoid education altogether; and I know, in point of fact, that the practical result is, that 19 out of every 20 of that class will not come into the schools if you demand money from them; and that the one in 20 who attends is the child of parents probably of better feelings, and certainly better means; and the result has been, that in the schools in Edinburgh, and, I understand, in London, (it has been given in evidence of the great Borough-road School,) that the attendance is of children of a better order. But the most important object of a national system is the education of the lowest, of the most degraded of the people; and when we established an infant school in Edinburgh, we chose a locality for it in the immediate neighbourhood of one of the lowest portions of the population, the too famous West Port, which, the Committee will recollect, was the scene of the atrocities of Burke and Hare. But it has turned out (and I impute it solely to the school fees that are there taken) that we have very few pupils indeed from the locality close to which we placed our school, the great majority being of a better class of society, and coming from a distance, attracted by the excellence of the tuition and training; they are well-dressed children, and when their parents visit the school most of them have the appearance of respectable tradespeople, and we have not that description of children at all, for which we were principally solicitous to plant our school there.

J. Simpson, Esq.

3 August 1835.

2553. The object of education being principally, in the present state of society, to extend k nowledge and morality to the lowest classes, do you conceive it to be of the utmost importance that all obstacles should be removed which might impede its progress, and school fees, as you state, impeding it, would it not be better they should be dispensed with?—I have not a remaining doubt on the subject; that course is not matter of choice, it is imperative. I may add, that the infant school of which I have spoken is little more than half filled, and all the exertions of the teacher, the directors and directresses, who are very active recruiters, although we have been in existence five years, have utterly failed to increase the attendance, and failed most among the lower classes of the neighbourhood. We have never more than from 100 to 150, though we have accommodation for 250.

2554. Is the case of Prussia, where school fees are taken, but attendance at the same time compulsory, a fair criterion of the operation of the system?—By no means a fair criterion.

2555. If objections existed to gratuitous education, the education you contemplate cannot properly be called such, inasmuch as you have actual payment though in a different form, by assessment?—Certainly, we should pay in another way, by a grant from Government and by an efficient rate.

2556. The objection to the character of charity schools cannot apply in consequence to those schools which the whole people support?—No; even very poor people are too proud to send their children to a charity school; but a general and national system of free-schools would put an end to the character of pauper education; moreover, the poor as well as the opulent will feel a right to send their children to the schools where all is free, but for which they pay in another way.

2557. In a large school, where school fees are paid, some individuals in the school may be received to a certain degree gratuitously, by others paying for them?—Yes, this is very common; but it is just another of the innumerable ways in which benevolence is burthened. It would be much more just, much more effectual, and much less precarious, that the nation should provide education, as it now does protection, free to all.

2558. Are these school fees intended to prevent the character of gratuitous education?—They operate to the pupils as gratuitous education.

2559. Do you think school fees impede the union of different classes in those schools?—Yes; by excluding the lower classes.

2560. Can you state facts which bear out the opinion you have just given?—Yes, with regard to the desertion of the schools by the lower classes, when fees are demanded. I have requested the teachers of the Lancasterian and Infant schools in Edinburgh, for two or three years past, to pay very particular attention to that matter; and the report of both Mr. Dun of the Lancasterian, and Mr. Milne of the Infant school, has been, that the attendance of a pupil always fell off as his school-fee debt increased; and they have very often themselves tried the experiment, at their own expense, of wiping off the score; and the consequence has been, that the defaulter was sent back again. They have stated to me, and they both agree in this, that they have no doubt whatever that if their doors were thrown open, they would greatly increase their numbers. Mr. Dun has a school of about 300 boys, (there are 300 girls under a mistress in another apartment,) but he could accommodate 500; and he has no doubt, that if his doors were thrown open by the abolition of school fees, he would have 500. Mr. Milne has assured me, that he also is certain that he would double his numbers, and that he would see what he longs to see, the inferior classes of the population sent to him, the class in the immediate neighbourhood, and have some prospect of humanizing them. It is no uncommon thing to see the wretched children of that neighbourhood in rags and filth, playing at the very doors of the infant school; and when they have been asked whether they would not wish to be put to the infant school, their answer invariably is, that they would like it very much, but their parents cannot pay for them. I had lately the pleasure of meeting in company the Roman-catholic bishop of Edinburgh, and one of his clergy, both exceedingly intelligent and accomplished men. I was invited for the purpose of recommending to them the infant school for the young of their flock, for whom the means of education were much wanted, if the conversation could be led that way, which was easily managed. They readily promised to come to visit it, and appointed a day. I had great pleasure in meeting them, and in finding that while they

they delighted in all they saw, they expressed themselves under no apprehension about proselytising, as the religious instruction is limited at that very early age to Scripture stories and precepts, without any doctrinal points whatever. They were so much pleased with the health, the cleanliness, the refinement, the intellectual zeal and activity, and the general happiness of the children, that on leaving the school, the bishop stated to me his earnest wish that he could be enabled to persuade all his people to send their children to it; but that the school fees would be a bar that would be found insuperable. It is three months ago, and the Catholic children have not joined the school, and are not expected.

2561. Can you give any instance to the Committee of the operation of free education in America, France and Prussia?—I know that education is free in New England, and generally in American United States, and I learn from the best authority that it works unexceptionably. I am not prepared to give particular instances. There very great national exertions are made to support education, and it is given free to all who choose to take it, the nation paying for that of which the nation reaps the benefit. This is worthy of a great, an enlightened, and a free people. It were to be wished that the subject would assume this high moral character in this country, and the paltry commercial notion of paying for value, the poor paying, be got rid of. I am sure it will, when it is reflected upon, with the aid of higher social principles and feelings. The education of the British people should be as free as the air they breathe, like the glad tidings of their religion, "milk without money and without price." There is an Illustrious Educationist in the Upper House of the Legislature whom it would peculiarly become to be the first to announce to his country this noble principle. With that person I have just been honoured with an interview, in which, among other educational topics, the question of school fees was discussed. I was much gratified to find that his mind is yet open on that vital question, and that he is not only deeply reflecting on its principles, but possessing himself to a great extent of facts upon which its decision must depend. I hope the Committee will pardon this digression.

2562. In France?—Upon perusing the very elaborate and talented report of the Minister of Public Instruction, M. Guizot, to the King, in April last, I see it is there intended that the education should be free to all those who cannot afford to pay for it. They will find that to be a large proportion indeed of the lower class in France, and it would be so in this country; as I hold the great body of the people are not able to pay school fees, which come heavier than, and in addition to, a general assessment.

2563. Do you not think it right that that portion of the community which benefits most from education, the parent and the child, should pay more than the other classes, for instance bachelors, who have not so deep an interest?—I consider the bachelor is very greatly benefited by the education of the people, from the higher morality it introduces and the greater safety it gives to person and property. Education is not merely a direct benefit to the individual who receives it, but is an inestimable, though indirect, blessing to the public.

2564. Do you think it inconsistent on the part of the State to require that persons should be educated, and at the same time to refuse to give them instruction? —I think that would certainly be a great inconsistency.

2565. Do you not think that the lower classes have an inherent right to education?—On several grounds they have a distinctly recognisable right to education. First, the Government punish crimes, which they lack moral right to do unless they shall previously take the best means of preventing them; and that is by placing education within the reach of the lowest of the people. This is the class in which the great majority of criminals are found. Secondly, the manual labourer has another ground upon which he can place his right to have his children educated, namely, that all the comforts and accommodations of life come from the muscles and the sinews of his class, and that while we are keeping that class at over-labour for all their waking hours, it is but just that we should take care of their children, and while the parent is labouring for us, we should be educating the child. There is more of legal as well as moral right in this than probably at first sight may appear. Thirdly, there is yet another principle upon which I should found the right of the lower classes to the free education of their children, and that is, that after all, they, as the body of the people, are the chief tax-payers, for they are the great consumers. The greatest proportion of the ways and means of the country is levied upon their consumption; they are therefore entitled, as the great

J. Simpson, Esq.
3 August 1835.

tax-payers, to have a portion of their contributions to the State back again, in that the most blessed of all forms, the education of their children. Upon these three principles, I should say there is a moral, nay a legal right, on the part of the great body of the people to the education of their children.

2566. Do you contemplate any evil result likely to ensue from the education of the people generally, either to the persons educated or to the teachers who educate, from thus giving education perfectly gratuitously?—I do not see the possibility of any injury whatever, and I have, I trust, amply detailed the advantages.

Martis, 4° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

James Simpson, Esq., called in; and further Examined.

J Simpson, Esq.
4 August 1835.

2567. IN discussing the propriety of paying school fees, you have already observed that such payments militate against the interests of education, and the constant and punctual attendance of scholars; are not evils stated to arise on the other side, from education being given perfectly gratis to children; can you instance any cases confirmatory of such statement that have fallen under your observation?—I should not say that I am aware of any evils having been found practically to arise from it; I have heard of instances where the experiment, as it has been called, has been tried of gratuitous education, by establishing a gratis school, and that school has not been well attended. I think I can account for that, in the reproach and feeling of degradation by which even the very humblest class are actuated in attending a school which has the mark upon it of being a charity school, while all other pupils around are paying school fees; but it would not operate if the system of freedom were recognized as universal, for the peer and the peasant.

2568. It would then be requisite, in order to give efficiency to this system, not only that all the pupils of the same school, but that every school in the country should adopt the system?—Every elementary school; then I should fear no evil from it.

2569. But till that principle be carried into practice, you are apprehensive that the system of gratuitous education would be attended with the disadvantages ascribed to it?—I should expect it would.

2570. It is generally supposed that the system of fees has the effect of urging the master to increase the number of scholars, and to raise the character as much as possible of his school: in superseding that motive you propose to give another, which you consider equally strong, by making the advancement of the master to depend on the proficiency of the scholars, and his activity in the school?—That is one motive. I mentioned others, namely, his certificate of qualification, the system of rigorous inspection, and annual re-election.

2571. These remarks have application at present to elementary education?—Entirely; for all I have said is in relation to the great body of the working classes, to all classes.

2572. You have spoken of elections; do you not conceive that very serious inconveniences would arise from the periodical re-election of teachers; unsteadiness in the working of the system, and apprehension, on the part of the teacher, that he should be disturbed from other causes besides neglect and want of competency in the discharge of his duties?—When I used the word election, I should have used the word appointment; every election is an appointment, but every appointment is not an election. I should not apprehend any such evil under a proper system of appointment, if it were rendered as unexceptionable as possible.

2573. Is it not found, in other public offices, that a fixed salary and the suppression of fees have not in any degree injured the efficiency of the officer?—Certainly not, if he is under proper inspection, and subject to proper responsibility.

2574. And this principle has been so generally recognized in our civil administration, that in every case where fees could be superseded, they have been superseded by the Legislature?—In all judicial appointments it is a matter of principle to suppress fees; yet we do not find that our Judges are slow or slack in performance of their duties, when they are under the eye of a vigilant public.

2575. Those

219

James Simpson, Esq.

4 August 1835.

2575. Those observations may not be merely confined to a class so distinguished as that of Judges, but are found to apply to much inferior classes of the civil administration, where the same exalted motives do not operate so strongly as in the higher class to which you have referred?—Yes, to much inferior functionaries. I should add, I think the dependence upon fees generally degrades the office and the functionary. There is something so mercenary in looking always to the increase of fees, that I think the whole character is injured by it, and that the teachers of youth would stand on a higher footing if they were independent of fees entirely, but still subject to the responsibilities or under the control I have mentioned.

2576. Is there not another evil arising from the collection of the fees, the bringing the teacher too much in contact and sometimes in collision with his pupils and their parents?—I should hold that to be a decided evil.

2577. And this has been so decided, that the Prussian Board of Public Instruction have required that the fees should be collected, not by the teacher, but by the committee or council, to obviate the inconveniences and disputes that might arise from the teacher collecting them himself?—I understand it is the Prussian course; it is one of which I very highly approve. I extremely dislike that the pupils shall connect their master with money, or think or feel that he is teaching for money.

2578. Do you think the suppression of fees would tend considerably to exalt, in the opinion of the pupils and in the public mind, the character of the teacher?—I think it would be one of the most effectual means of attaining that most desirable result, the elevation of the certainly unjustly degraded character of the teachers of youth, that could be devised.

2579. It is found to have that effect in cases of religious teachers, who, receiving no gratuity or endowment from the State, are paid solely by their flocks, as in the case of voluntary endowments of churches, &c. &c.?—I think it can hardly be denied that, in the dependence for his daily bread, of a religious teacher, on his people, there is a certain deduction from his high station, and that there may be, in inferior minds, a tendency not to do the religious duty with that independence which is desirable.

2580. In some instances has it not been found that this dependence has considerably biassed even religious instruction?—I believe it.

2581. May not an apprehension be entertained that it may still more considerably bias the instruction given in schools, in order to accord as much as possible with the wish of the parents and swell the amount of school fees?—It would do so certainly, if parents have the power of removing their children.

2582. Has it not been found, in many instances, one of the causes of the low state of education in the schools in Scotland, the necessity of complying with the unjust and ignorant solicitations of parents?—Even in the model infant school of Edinburgh the teacher complains of attempted control by some of the parents.

2583. Are not all these results of observation rather at variance with the view you submitted to the Committee, so unfavourable to anything like permanent endowments, and which tended to render the whole education of the country dependent on the state of feeling, either in the Legislature, who has to bestow the annual grant, or on the parties who are to contribute to the local rate?—To that I answer, that I should be contented that the feeling were communicated from the great mass of the people, np to the elevation of Parliament and the enlightennd portion of the country.

2584. Considerable difficulties have been encountered in obtaining from Parliament the necessary grants for education; do you apprehend that these difficulties would increase or diminish in proportion as a good education system were consolidated?—I should think that the difficulties would diminish every day, for two reasons: 1, that there would be a general increase of light on the subject of education; and, 2, that there would be also the experience of the immense advantages of its practical working.

2585. Has it not been found in England that the voluntary system has increased so much within the last few years the progress of education, that no apprehension need be entertained that, if allowed its fair operation, it will not be sufficient fully to supply the wants of the public?—I should be very glad to believe that there is any reasonable prospect of that result; my belief is, that that impulse will be very temporary, and that it will be very soon exhausted. I am entitled to judge of one place by another. I know that we are come to a standstill in Edinburgh; and if we were offered, as I said before, the most liberal grants, on condition that by voluntary subscriptions we would meet them with one-half or

James Simpson, Esq.

4 August 1835.

one-tenth the amount, the grant would be a mere mockery to us; we could not accept it, for the burden would fall on 1,200 individuals out of 150,000. I have no reason to think it would be much better anywhere else. The impulse alluded to is temporary, and would be limited to those places where they have hitherto had no schools at all.

2586. Yet you have taken for granted, as one of the great means which are to keep in order a system of national education, that the public opinion will always operate strongly in favour of education; that the public mind on the subject will be always so much alive as to prevent a torpor creeping over institutions for the purpose of education?—Yes; but the public opinion will not go the length of putting the hand in the pocket to the requisite extent. The only mode of ensuring this would be to equalize the tax on the whole community.

2587. If a sense of the value of education prevail at all, is it not likely to evince itself by a disposition on the part of parents to bestow a portion of their income on the education of their children, which is, in effect, a voluntary contribution under another name?—Only we find it is not true that education is provided for as other things are.

2588. Does not experience show that even in the humblest classes people are willing to make sacrifices for the education of their children?—Not one in 20, certainly, of the lower classes would give one farthing, as long as their poverty and miserable habits of sensuality continue.

2589. Supposing such a system as you have described were in force, would you think it right and expedient that the State should require that every child should go to school?—I should be happy to see some such system established; the manner of it is the difficulty. It exists in Prussia, and all over Germany. In France they are making the experiment of doing without it; but I think it is extremely probable that they will come to some kind of compulsion in France, as well as in Prussia.

2590. You would compel parents to educate their children?—To send them to free schools.

2591. Would you prescribe strictly the schools to which they were to send them?—Under a national system, I should say to the existing national school of the parish or locality.

2592. The Prussian system does not go quite so far; it requires merely that the child should be educated, but it does not prescribe the place of education: that, probably, is a greater degree of liberty than you would contemplate?—It must have modifications and limits. The working classes are not stationary; they move for work from one place to another, and in their case the compulsion would be the attendance of their children in the school in the place of their actual residence for the time. The thing is attended with immense difficulties, I acknowledge.

2593. Practically, the system if carried into full operation would be, that the community at large could only receive education at one fountain; and that over that fountain the directive power would have an almost unlimited control?—There is no good without some evil; but such an evil is immeasurably the least of the two, when compared with the consequences of the ignorance which at present prevails in the great body of the people, and the mischiefs that thence result. There must be a certain sacrifice of liberty for the public good, and it could not be in a better cause. If there is to be constraint, if there is to be compulsion, it is for an end of vast importance.

2594. Do you conceive the State has a right in such a case as that, to compel?—I should say that the State has right, as the State has power, to compel, if the public good requires it; but it is important that that power should be founded on right. There is an analogous compulsory interference by the State; namely, that a parent must maintain his child, feed it and clothe it, and prevent it becoming a burden to the community. The parent incurs that debt to society, when he adds his child to the population; and it is a very slight extension of that principle, seeing that he may be compelled by the ordinary compulsitors of law to maintain his child, that he should be compelled to put it in a way of education which would prevent it growing up a nuisance or a criminal.

2595. Do you think it a greater hardship or a greater infringement of individual liberty, to require that a parent should send his child to school, than that the State in case of danger should require, by ballot or otherwise, the physical aid of the population in defence of the soil and independence of the country?—Certainly not. If the State can compel our attendance under arms, to meet wounds and death in the field, it is so slight a duty that the parent shall send his child to school, that I cannot conceive

conceive it to be anything that can be called an infringement of his liberty that he should be so far controlled.

2596. This infringement, even if it existed, could not affect the child?—No, you are putting the child in a way of happiness.

2597. Nor the parent?—It is a benefit to the parent, if it were nothing more than to have his child taken care of five or six hours a day.

2598. There is no one individual, then, to whom injury is done by such a system?—Certainly not, provided you do not exact school fees; and provided farther, the religious education of your elementary schools is not sectarian. School fees and sectarianism would render compulsory resort to school intolerable injustice and tyranny.

2599. Your whole system is founded on the supposition that the machinery you have provided for the education of the people is perfect, or nearly so?—Yes.

2600. Suppose that, practically, it were to turn out that it was impossible to provide a nearly perfect machinery, would you consider it an advantage to society that a child should be compelled to go to a school in which either the education were inferior, or in which the discipline were so constructed as greatly to militate against the happiness of the individual child; would you consider the compulsory system, under such circumstances, an advantage to society?—No, certainly not; I should only consider a compulsory system applicable to a good system of education, but which system I think there is reasonable expectation of realizing.

2601. Then all the answers you have just given in favour of the compulsory system are contingent on the adoption of a system which you are hereafter to explain?—Yes, certainly.

2602. Have you any, and what precedents for compulsion?—That compulsion was adopted in Scottish education is proved by the 5th statute of James 4, c. 52: its import is this, that all the greater and lesser barons, that is, the nobility and the squires or lairds, should send their eldest sons to the schools; and the education thought the best at the time is mentioned, namely, to perfect them in Latin, and in *jure*, which is law, that they should be able to dispense justice. The penalty for non-compliance with the Act is 20 *l.*

2603. Are you aware that there is a similar law or ordinance of Henry 8, directing that the Irish nobility and gentry should send their children to the schools at Drogheda and other schools in Ireland, to learn English?—I am not aware of that law; but it is a singular coincidence that Henry 8 and James 4 were contemporary sovereigns.

2604. Are you aware if there is any similar statute or law in the New England States requiring that children should be sent to school, under a heavy penalty on their parents?—I am aware of that.

2605. Has any injurious result followed this compulsory system in Scotland?—I am not aware of it.

2606. Was it acted on?—As at that period the eldest sons of barons and lesser barons were as ignorant as the lowest of the people, and it was very important to compel them to take that education which they probably did not then value, it is to be presumed it was acted upon.

2607. On what authority do you say it was acted upon?—On no authority of the fact; but the existence of the law is a very good evidence of its having been acted upon. It is now in desuetude; but it would, I have no doubt, be acted on at the time.

2608. Are there not many Acts in the statute-book never acted on?—I should suppose few that are not acted upon when first passed. The only evidence, in a legal point of view, which we can have that the statute in question was acted upon, would be convictions and fines for non-compliance with it; but the absence of these would not prove the negative, that the statute was not acted upon. But in the question of the recognition of the power in the State to compel attendance at schools, the mere passing of the statute is a sufficient precedent.

2609. In the New England States it has been acted on?—Yes.

2610. And the results have been salutary?—Yes, I should say so, on the authority of a distinguished person, Mr. Richards, the late mayor of Philadelphia, who came to England for his health this time twelvemonth. I had the pleasure of seeing him repeatedly in Edinburgh. He considered the compulsion recognized in the free States of America to be quite a legitimate interference on the part of the public of that State.

James Simpson, Esq.

4 August 1835.

2611. The sneers so liberally bestowed on the compulsory system of Germany are equally applicable, as far as the principle goes, to the practice of the free States of America?—Certainly.

2612. It may therefore be inferred, that it ought not to be considered as an infringement on personal liberty?—Certainly, when the thing to be done is so easy, and so beneficial to the person constrained.

2613. Do you conceive that if such a compulsory system were adopted, it would be required much longer than one generation?—I should think one generation would certainly do away with a necessity of its being acted on.

2614. Do you ground that opinion on any information you have of its operation in the New England States, or Prussia?—I should ground it more on the fact known to myself, that in Scotland, although there is no compulsion to attend the parochial schools, the habit of 200 years has rendered non-attendance there so disgraceful as to furnish a moral compulsion strong enough without any other; and I should look forward to the time when we should find the same feeling prevailing all over the country.

2615. Is not the experience of Scotland at variance with your views of the necessity of compulsion; does it not go to establish the point, that if the State places within the reach of all classes of the community the best description of education suited to the circumstances, they will gladly avail themselves of it?—I should still think that compulsion in many cases, such as in that of the lowest inhabitants of London, whose children are in the streets, for instance, would be necessary at first, but that it would cease to be necessary in time.

2616. Are not the cases which you mention, of the lowest and most degraded classes in large cities, rather the exception than the rule?—No; I think that with regard to the appreciation of, or the desire for education, that the defect will go considerably higher in the working classes than merely what I call the most degraded in large cities.

2617. The experience of Scotland has been, that all classes are anxious in the country parishes for education?—Yes, but not in cities; character is more easily watched in the country, every one is known, and example is followed.

2618. It has been found in England, if we are to judge from the digest of national education in 1818, that a large proportion of the rural population have objected to sending their children to school on the ground that it deprives them of their labour; and so far as their profits go, do you not think that compulsion would be a direct interference with property?—In so far it would; but it would be a legitimate interference. Besides, school hours by no means exhaust the whole day, and it would be no great interference with property that the child should attend the elementary school from three to six hours in the day; there would be ample time remaining for the parent reaping all the advantages which he *ought* to reap from the personal services or labour of children of that age. It is right to distinguish infant schools from juvenile. In the first period, from two to six, the parent ought on no account to be allowed to employ his child in labour; so that he would lose nothing but gain much by sending it to the infant school.

2619. The first part of your answer implies that there should be a diversity, or that there should be allowed a diversity in the number of hours in which children of the labouring classes should be required to attend schools?—That would be matter of arrangement.

2620. In case of compulsion you would require a certain scale, according to the exigencies of the parent, for the attendance of the child?—That would be expedient; but the more education the child gets the better.

2621. What is the general average of the number of hours for the labour of a child from the age of six to 14 years; in the rural population what would you calculate to be the average number of hours a child is employed?—They are rarely by their parents over-laboured; they are generally over-indulged, and left idle.

2622. What is the average time?—I am not aware that I can answer that question; my attention has never been called to it. The work of children is generally very light in the country; they attend a cow feeding on open pasture; they go on errands, and such matters as that. I do not think it ought to interfere with their attendance from three to six hours at school.

2623. Eight or nine hours labour for a child would be rather over-much?—Greatly too much.

2624. Therefore taking three hours from a day's labour of a child would be rather an advantage even to his physical nature?—No doubt of it. I should like to see more than three hours taken; four or five.

2625. Probably

2625. Probably the labour of a child would be better directed in proportion to the shortness of time that his labour would be required?—It would be more concentrated and more effective.

2626. And no serious injury could result to the parent from such abridgement of his child's labour?—Certainly not; he would find him more intelligent and willing.

2627. You would not then consider it an infringement of the property of the parent?—No.

2628. The questions just put to you has relation to agriculture; would you make any modification of your opinions as to the manufacturing districts?—I think the late mitigation of the factory labour has not yet gone far enough; it is limited to eight hours, which is too much for the young under 14 years of age; I should like to see that important legislation connected with education; above all, a further modification and abridgement of the labour.

2629. By the existing law, children in the manufactories are required to attend schools; is not that an instance of compulsion?—I think it is.

2630. There is no reason then why it should not be extended to the agricultural population?—No; to the whole population.

2631. Do you conceive that a child can work eight or ten hours at a factory, and then be prepared to go to any course of instruction afterwards with advantage?—No; he would fall asleep.

2632. May not that be obviated by beginning the day with education?—Yes, which is better when the mind is vigorous; the manual part should come afterwards, as exercise.

2633. These observations apply to those months in which children are most occupied; but are there not many months in the year in which there is very little occupation for children, namely, in the winter months?—In the winter there is little demand for children's labour. The introduction of machinery into agricultural labour demands hands occasionally; the thrashing machine, for example; a quantity of corn is wanted to be carried to market suddenly; there is a demand for hands to attend the thrashing machine, and children work there, but that is only occasionally.

2634. Is there not a considerable proportion of time in the winter in which, if they are not employed in education, they would actually do nothing?—Yes.

2635. Then from not being required to attend school at that time, the parents rather lose than gain by the present system?—Unquestionably they do.

2636. In speaking of compulsion, you do not mean to apply physical, but moral force?—In what we have hitherto spoken of, it is a question very difficult to answer; for if it is to be legal compulsion, it always implies physical force in the end, if required. I should distinguish compulsion into direct and indirect; and in answering these questions I have kept in view direct compulsion, and direct compulsion always presumes the *vis major* in the end, if necessary; but it would not be necessary.

2637. In what analogous cases has compulsion been employed by the law?—In the analogous case to which I formerly alluded, of a parent's refusal to maintain his child. In the performance of my office as one of the legal assessors of the city of Edinburgh, I have advised, and known it advised by my brother assessors, the application of the necessary compulsitors of law, to the extent of imprisonment, for a failure to perform that important social duty.

2638. Are you aware that in the New England States the mode of compulsion is by indictment before the grand jury for not maintaining the school; and in case the parent does not send his child to the school, fining him by an increased school tax for the ensuing year?—I have understood that is the course.

2639. Would you suggest any similar arrangement, in case the compulsory system were to be adopted in this country?—I can see no objections to the American system.

2640. Would you suggest any other direct mode of compulsion?—Nothing more than the usual compulsitors of law for the failure of legal obligation, namely, action to fulfil the obligation, and judgment with its usual consequences.

2641. Do you think those direct means would be as efficient as indirect means?—I think indirect means will come to be greatly more efficient, as the moral condition of the people is improved.

2642. What indirect means would you suggest?—I think the most obvious is the denial of social privileges of all kinds to those who cannot furnish evidence of having

James Simpson, Esq.

4 August 1835.

having sent their children to school; and still more powerful, the denial of privileges to uneducated children in after life.

2643. Of what sort?—Elective franchise, municipal franchise, apprenticeships, admittance into the army and navy, when these shall be both brought up to the moral standard to which they may well be brought, and all public offices. In Austria they refuse marriage, entrance into the army, and the holding of all offices whatever under the public; in short, it is difficult to enumerate the instances of denial of privileges and social advantages that might be made the consequences of withholding the education from the children; and these operating both directly on the parent, and ultimately on the child, for there is a strong motive in the parent's mind to look forward to the future weal of his child.

2644. You think it equitable to punish the child for the neglect of the parent?—Yes, I should say so. I should think it is according to the laws of nature, both moral and physical.

2645. So that, in addition to the calamity he has undergone by being denied the advantages of education, he is to be afterwards subjected to civil penalties?—Necessarily, for he is not qualified. It would be very important that it were understood that he will actually be subjected to many civil disadvantages in consequence of want of education from the neglect of his parents. When we come to look into the ways of Providence, we find that there is a most unmitigated application of the effects, physical and moral, of the sins of the father to the children, and it is one grand motive to virtue in the parents.

2646. You do not mean to say, however important it may be as a portion of Divine dispensation, it is a principle you would engraft upon human institutions?—I should think we have the best example in the Divine dispensations.

2647. Suppose the case of an individual who has grown up to the age of 25, his education totally neglected from the fault of his parents, placed under the most disadvantageous circumstances in every respect; suppose from some circumstance his mind were to receive an impulse, a new direction, sufficient to induce him to apply, as many eminent persons before have done, from that time forward with indefatigable industry to the cultivation of his mind, and that he subsequently should attain the highest proficiency; would you say the original ban under which you would place him in consequence of his parents' neglect, should be continued, notwithstanding such efforts on his part to supply his deficiencies?—I am glad that that most judicious question of the Honourable Member has been put; for it suggests that ample provision may and should be made for the case he has so well and feelingly described. He has furnished a strong argument for the existence of a system of education from which sufficient evidence of proficiency can be obtained by any person who has gone through its course. I would not therefore limit elementary education to any age; but I should open the doors of elementary schools to all. Age is of no consequence; ignorance is the qualification to enter these schools. It should be open to all ages to take the advantage of elementary schools, and obtain the certificates of qualification. I can see in this the means of enabling such person as described to wipe off the stain of which he was the innocent victim, at any period of his life, and that the certificate of qualification and attendance at those schools shall qualify him for gaining all those privileges he had lost.

2648. To qualify for those different functions and offices, you would require a certificate of having passed through a course of instruction in the elementary schools?—That would be most important, and that diploma of education should be carried by every individual. It should be demanded at the hustings at an election; and I should be glad to see the elective franchise widely extended when it is connected with intelligence and education.

2649. Would you graduate the qualification for offices under the State in reference to the different grades of education?—It would be very desirable that the offices which require higher qualifications should depend on the certificates.

2650. It would act, on the principles you have stated, as a moral or indirect compulsion to attendance on the higher classes, as well as the inferior?—There could not be anything more powerful or more salutary.

2651. Are you aware that something of a similar system has been adopted in many countries on the Continent, in Prussia, for example?—No, I am not.

2652. That the applicants for civic offices are required to produce their diplomas of having passed through a course of education intended to prepare for such offices,

James Simpson, Esq.

4 August 1835.

offices, and this operates in two ways; it produces an assurance of adequate qualifications, and diminishes the number of applications from the improvident and the unqualified?—Governments would do well to avail themselves or possess themselves of the test alluded to.

2653. Do you see any objection on the part of Government to any such arrangement?—Certainly not. I should say it speaks to a much higher *moral*, both in the effect and the cause of it.

2654. You refered in one of your former answers to apprenticeships, to the necessity of qualifying for apprenticeships; are you favourable to the system of apprenticeships?—I have not considered the subject so as to be able to answer the question. There is a feeling prevailing against them; I know that they are grossly abused, but whether they are regulatable, so as to be good things, I am not prepared to say.

2655. A question was just put to you, of the improvement that would result to the civil administration of the country by requiring qualifications for admission to offices; would it likewise improve apprenticeships?—No doubt it would.

2656. And would probably correct many of the abuses to which they are at present subject?—I expect it would; indeed it would improve every thing it touched.

2657. Are there any other moral means you would employ, indirect means of compulsion, for the enforcement of education?—Last not least, the rate which must be paid by all householders; and that rate being an education rate, and known to be so, would so operate.

2658. Paying that rate they would think it right, that if they pay they should get value for their money?—Yes, for they must pay. It is different with school fees, which may be paid or withheld.

2659. How would that apply with reference to unmarried men; what benefit would result to them?—The comfort and safety of living in an educated, more civilized and moral country.

2660. Do you think that if there were a proper system of local arrangement, the individuals composing the superintending local bodies might have a strong influence by their example, their encouragement, and their inspection, without the necessity of compulsion, to induce children to go to school?—All this would come to operate powerfully in a short time.

2661. Then in the system you have suggested already, without putting into operation extraordinary means, there is a principle of mild compulsion, which may be most beneficially applied?—There is; and which will come, as in the parish schools of Scotland, to have a moral effect, sufficient to make educating the young a matter of course.

2662. Are you aware that the operation of a compulsory system in the New England States and Prussia is at present scarcely felt?—I know that that is true; and I may allude to a gentleman who is a very eminent educator in Scotland, Mr. Dorsey, of the English department of the High School, Glasgow. He has just returned from Prussia, and told me that he put the question to many people, how they liked the compulsion; they laughed at the question, and said they never felt it; that it was hanging over them, no doubt, but it was never required to be enforced.

2663. So that its operation is only felt in the first instance, it is called into action in order to compel the sluggards and the dissidents to receive education; but after one fully-educated generation has passed, the effect on succeeding generations will be that the system will act of itself?—I think it is very fair to conclude, from the known course of human affairs and the proper estimate of human motives, that that would be the case.

2664. Are you aware that the Prussian government has made a distinction between its hereditary provinces, and the newly acquired provinces near the Rhine; and that whilst in the former they have established the compulsory system, they have not enforced it in the new provinces, but that they are waiting till education shall to a certain extent penetrate, and the people be convinced of its advantages, when it is intended it should be applied to those only who will then be found too indolent to go to school?—I have heard something of this, and it is very creditable to the Prussian government; there is much good feeling in it.

2665. You have spoken largely and with great confidence as to the effects that would result from a systematic education, such as you have suggested, for the welfare, happiness and morality of the community; and you have also stated that this system is fully exemplified in Prussia: have you a sufficient acquaintance

James Simpson, Esq.

4 August 1835.

with the state of society in Prussia to say that the anticipations you have formed as resulting from an excellent systematic instruction, have been fully realized there?—I am not aware that I have said that the instruction itself is as perfect in Prussia as it should be, and as it may be in this country. I have chiefly spoken to the machinery; but in truth the confidence with which I have spoken has had more to do with the relations of man and things in all countries, than as having had in view any local or national peculiarities; and I think I have not gone too far in speaking with very great confidence of the good effects, in any country whatever, of a proper education suited to the human faculties, and I should expect the results to be as I have anticipated.

2666. The whole system which you have hitherto detailed, and the advantages on which you so much insist, evidently depend on the conviction that a good directive organization can be constituted; what is the system you would suggest to the Committee?—I should say very decidedly, that I should wish to see, 1st, a Minister of Public Instruction, as the organ of the Government and the general superintendent of the national system; 2d, I should wish to see a Board of Commissioners appointed by the King, or which is the same thing in Ireland the King's Viceroy, which should be constituted upon a very impartial and liberal choice of highly qualified persons. I should have this board responsible to Parliament, and obliged to report to Parliament, at stated intervals of one, two or three years, the state and working and progress of education in the country. I should give to this board the power of establishing schools, subject to conditions which I shall afterwards have occasion to mention, and the sole power of appointing teachers. When I say schools, I mean not only the elementary schools, but also the Normal schools for the training of teachers. To these teachers it should have the power to give certificates of qualification upon their leaving the Normal schools; but the Board itself should not be the examinators of those teachers, on their trials for their licences, but there should be Examinators of very high qualifications appointed by the Board, or what would perhaps be better, appointed directly by the Crown, through the Minister of Public Instruction. To the board, however, I would leave the appointment of Inspectors of schools. We should thus have the Minister of Public Instruction, the National Board of Education, the Examinators, and the Inspectors.

2666*. How should the Board proceed to establish a school?—When it is necessary to establish a school in any locality, notice will be given by the board to the locality of landowners and householders, and require them to meet on a certain day, to elect a local board, with power to ascertain the sum necessary to pay the teacher and current annual expenses, and to raise the same by equal rate, to meet the Parliamentary grant which shall be necessary for building the school-house and teacher's house, and purchasing ground, and *materiel* for outfit in general. The rate-payers will be authorized to form themselves into deliberative bodies, not only for the proper assessing of the rate and its apportionment according to the means of individuals, but also for a local superintendence of the school through the medium of a part of their number, who may be called the school committee, which would co-operate with the inspectors appointed by the board, of whom I have already spoken. In this way there would be, on the one hand, the general board with its inspectors; and on the other, those local boards with school committees co-operating with the board, and keeping a watchful eye on the progress of education. I think that appears to me to be all the machinery that would be required.

2667. Why do you prefer the Royal appointment to self-election by the board itself, on vacancies; do you not think the Royal appointment subject to abuse?—I should expect more abuse from self-election. If there should accidentally occur a majority of one way of thinking, one interest, one set of feelings, or one sect, the whole character of the board would be changed, and the future election would be in their own hands.

2668. Would not the Royal appointment be likewise subject to the changes and caprices of successive Ministries?—It would be so, nay it must be so; but control by and responsibility to Parliament and the public, are more visible and tangible with regard to a Minister than to a self-electing board, than which nothing can be more inexpedient.

2669. Looking to the experience of public affairs, past and present, is it not often found that persons are placed in the highest situations not on account of their qualifications for those situations, but to serve the party purposes of the day?—That has too often happened.

2670. By

James Simpson, Esq.

4 August 1835.

2670. By what possible arrangement do you think the re-occurrence of such a practice could be prevented?—It is difficult to answer that question; I am not aware of any other but Parliament, the press, and public opinion.

2671. Is the Press found sufficiently powerful to prevent improper appointments?—The press alone might not be sufficiently powerful for that purpose, but Parliament and the press together have lately shown that they can control the highest Government appointments. But the press is not so powerful as it might be if it were morally improved; that is a result which is likely to take place from the general increase of light and of morality in the country, by an improved education.

2672. Then your particular suggestions have reference to a future rather than to the present time?—It is of the very nature of a perfect system of education to flourish in improved times; but even its previous working will gradually tend to produce such times. It is the duty of the present Legislature to sow the seed, although it may be given to other Parliaments to preside over the full harvest.

2673. Supposing you constituted such a Board to-morrow by legislation, what security would there be that the persons appointed would be even moderately qualified for the situation, not supposing it probable that the degree of excellence which your wishes would desire could be attained?—We must look for proper appointments to the effect on the Minister of the vigilance of Parliament and the press: qualified men exist.

2674. You think however that the lesser evil of the two, if both be evils, is the Royal appointment; do you see any other mode by which that evil could be diminished?—I confess I have not given so much attention to that point as it deserves, but it appears to me that the most unexceptionable appointment is a Royal commission; that being the most subject to public canvass; and though it has disadvantages, those are not without their checks and remedies.

2675. As to the proposed Minister of Public Instruction, do you consider that he ought to be a member of the Cabinet, and therefore a person who is liable to be removed from his high office; or would you propose that he should be a permanent officer, not subject to the changes of party?—It would be very desirable that he should be a permanent officer. I understand that liability to removal of the admirable minister of public instruction in France, Monsieur Guizot (whose report to the king shows him to be one of the most enlightened and moral statesmen of the age), is much regreted by the friends of education in France; and there prevails a strong wish that the office should be made permanent.

2676. The circumstance you describe, of there being an eminent individual in that position, is accidental; it might be otherwise; and if there is not a power of removal you might have a person of mediocrity continuing in the situation, and paralyzing the whole machine?—Such a Minister ought to hold his office at the pleasure of the King, who might at any time be addressed to remove him; it is only proposed that he shall not follow the fate of a particular Administration. The situation of Judge is permanent, but no one will say that a Judge could remain on the bench in defiance of Parliament and the press.

2677. Do you approve of the appointment of official persons in virtue of their office to be members of this Board?—I do not, certainly; I think we always find those members utterly useless.

2678. Can you contemplate any arrangements by which the Minister of Instruction and the general Board of Education could be elected by the professors of the different colleges, or by any electoral college of persons qualified to judge as to the persons best qualified to fill such offices?—I can quite conceive such a mode of appointment, but I doubt its working.

2679. As between nominations which might be effected to serve the interests of party, and such a mode of nomination, which would you prefer?—I should be disposed still to prefer appointment of the board by the King. There would be more control, and that more obvious to the country. There is another reason; I think it would give a higher character to the board.

2680. Do you not think there would be this risk incurred in adopting the Royal appointment, that many of the persons so appointed might not be qualified from their former habits, or information, to act as Commissioners of education; and that consequently it would be judicious to have them intermingled, if not wholly composed of teachers?—There are many men who are very active practical educationists who are not teachers, and I think they are the better men for the board; I mean educationists, not educators. When I speak of an educationist, I mean that he is not an actual teacher, but a generally accomplished, scientific and literary person,

James Simpson, Esq.

4 August 1835.

and who has given to education much enlightened and zealous attention. Such are as well marked in society as any other distinguished men.

2681. Is it not found practically that the operations of Boards very often become merely mechanical; that they lose that vivifying principle which would be necessary to keep in perfect action the whole of your machinery?—I think if you render their duty their sole occupation in life by an adequate salary, subject them to periodical responsibility to Parliament, and watch them with the press, they would not slumber at their post more than Judges or other functionaries.

2682. The question contemplates the cases of many Boards, in which such periodical reports are actually carried to Parliament?—There are many public functions in the country which are performed regularly and faithfully, from the constant demand made on them; the Judge has no time to sleep on the bench, nor the Minister in his office; they are constantly called on to perform their duties, and so would the board; they would be for ever engaged in superintending the vast institution of national education, a duty which must be done, and done thoroughly.

2683. There are two descriptions of superintendence; one which is purely mechanical, such as seeing that all the accounts are submitted in proper order, that all the arrangements are effected as they ought to be; and another the encouragement of new ideas, the improvement of a good system of education, the development of the abilities of teachers, and a variety of other most important modifications of duties, which ought to be entrusted to such a board. Is it not practically found, and is it not an objection to placing the whole education of the country under such a board, that it is possible that the mechanical part will, in the lapse of time, usurp the full dominion over the other and more important department of their duties?—Certainly that as well as many other abuses may occur, but I do not see that that abuse is a necessary or likely consequence of the existence of a board, when that board has the care of so great and important an institution as the education of the country; and I expect so much from their responsibility to the Legislature, their annual, biennial or triennial reports, and those made public, and the establishment of, what I shall probably afterwards come to, a proper series of education books to guide the teachers, and preserve uniform and vigorous the quality of education, that I do not see that the substance of education would suffer, or that there would be any danger of education becoming stationary or retrogressive. On the contrary, the board, from its constitution and position in the State, would keep the education of the country healthy and vigorous as it ought to be, and ensure that advancement and progress, according to the advancement and progress of the lights of the age; which advantages, without such a superintending authority, I am inclined to think could not be attained. Composed, as it ought to be, of men well informed, accomplished, and therefore zealous in the cause of education, I confess I should place much, I would say entire, confidence in that great educational tribunal.

Thomas Osler, Esquire, Assistant Commissioner on the Irish Poor Inquiry, called in; and Examined.

Thomas Osler, Esq.

2684. HAVE you been lately engaged in the duties of your office?—I have to the 15th of June.

2685. What part of Ireland have you examined?—Westmeath and Sligo, as to the condition of the poor.

2686. Have you been engaged in inquiries as to education?—Yes.

2687. In what part?—Dublin, within the Circular Road.

2688. Have you made minute inquiries as to the state of education in that city?—Yes, I have.

2689. Have you reduced the results of your inquiries to tables?—That part of the contents of my notes which were capable of being so arranged, I have reduced to tables; but it is by no means the largest part of the notes that I made, because I was directed to make a careful inquiry into the state of every school within the Circular Road for the purpose of charitable education. I rather think the commissioners who so instructed me, were not at all aware of the extent to which the inquiry would necessarily lead me; but I soon found the schools were very numerous, and I communicated with them accordingly. I have visited upwards of 200 charitable schools.

2690. What do you exactly mean by charitable schools?—Any schools supported by voluntary contributions, or from the interest of benevolent endowments, or from Parliamentary grants.

2691. Then,

229

Thomas Osler, Esq. 4 August 1835.

2691. Then, in fact, all the schools where education is, as regards the payment by the scholars, free?—Yes, certainly.

2692. There are no fees in these cases?—No, except these as small as a penny a week, and that by no means exacted, and it is paid by a comparatively small proportion.

2693. Does the Table which you hold in your hand comprise all the schools that come within the character of charitable education schools; the whole number in Dublin?—Within the Circular Road there are two or three schools omitted that appear to be of a very peculiar character, and which I scarcely felt myself warranted in placing within the definition of charity schools. One is a most admirable institution, situate till lately in Bishop's-street, Dublin, now in Lower Bagot-street, for children of respectable servants in place, their parents paying such a sum as prevents any loss to the institution, for the board; but the house in which they are lodged and boarded is furnished by voluntary and private benevolence. They are not day boarders, and the furniture and the salary of the superintendent is paid for by the others, the parents paying only what is sufficient to defray the expenses of sustenance and clothing. The institution is only for girls; it is most admirably conducted, and so interesting that I should be sorry for any philanthrophist to leave Dublin without visiting it. I omitted it in my tabular view, lest the parents of children might be hurt: considering themselves as paying the full value for their children's maintenance, and providing their entire clothing, they might be pained in seeing their children ranked with those placed in charity schools. The other school is one attached to an asylum for destitute boys discharged from prison. The funds are very limited, and there are few boys in it, but it is admirably well conducted; it is very near Bagot-street, on the banks of the canal within the Circular Road: and the other third school I visited belongs to the Penitentiary in the Hay Market at Dublin (Smithfield). There is a very well-conducted school there that I did not include, as being more properly to be included in the prison department.

2694. These Tables embraces all the schools in Dublin except those three which afford charitable education for the poorer class?—Yes.

2695. Do they give any information on the amount or mode of education?—I have not looked over the preliminary letter to the Commissioners of Irish Poor Inquiry, from the day it was first written; but I believe it will be found explanatory in many respects. There is another narrative, which accompanies the Table, of Roman-catholic orphan societies, which I should be sorry to see omitted, as it will furnish the Committee with a detailed account of not less than 24 institutions for the maintenance, clothing, education and apprenticeship of destitute male and female orphans, in which as many as 800 children are supported, chiefly by the weekly contributions of the poorer classes, amounting to nearly 4,000*l.* a year, within the city of Dublin.

2696. Have you inquired into the schools yourself practically?—Every one of them.

Thomas Osler, Esq. called in; and further Examined.

Thomas Osler, Esq. 13 August 1835.

2697. IN the Tables which you quoted in your evidence to the Committee, have you given all the details relative to the expense connected with the schools you have visited?—The sums stated in the columns represent the expenditure for education only. In almost every school there is a considerable expenditure for clothing or for food, or both. I had made a considerable progress in regularly setting out the separate expenditure of every school, when the time of inquiry was suddenly stopped by our commission; and that must account for the incomplete manner in which the total expenditure is stated.

2698. You visited those schools personally?—Every one of them, at least once.

2699. So that you have full reliance upon the information you have given?—Yes.

2700. Is there any other information you wish to state to the Committee?—I think the introductory letter to the commissioners will contain ample details.

2701. Have you received any information since, which would induce you to qualify the information you have given in those Tables?—None whatever.

2702. Do you think they are in any degree qualified by any peculiar circumstances, affecting either the expenses or the number of the scholars?—Certainly not; I examined the rolls of almost every school for some time back, and satisfied myself that the number stated in the columns were a fair representation.

Thomas Osler, Esq.
13 August 1835.

2703. Were the accounts in the several schools which you visited kept with regularity?—No, they were most of them in the hands of honorary secretaries, and the accounts were blended. I never saw the slightest reason to question the perfect integrity of the accountants or treasurers, but there was great irregularity and confusion in the accounts, from mixing the several departments of expenditure and receipt. It is a very common thing to see receipts from every source all put together in the same column, and disbursements for food, or for clothing or education, or even for the investment of monies or the purchase of estates, all thrown together; but nothing that would lead me to suspect the integrity of the parties.

2704. Did you find the persons connected with the institutions willing to give you information?—For the most part; there was some little jealousy exhibited by a few. I should also say, that in one of the parishes in Dublin there appears to have been a very injudicious loan of the school funds made some years ago to a private trader, and the person to whom the money was lent has subsequently become insolvent. That was in the parish of St. Nicholas Within; and I have every reason to apprehend that a considerable sum might be recoverable from persons now living, if it was looked to.

Mercurii, 5° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

James Simpson, Esq., called in; and further Examined.

James Simpson, Esq.
5 August 1835.

2705. WOULD you allow a distinct and separate body, composed exclusively of teachers or professional educators, to act in co-operation with the Board?—I should rather wish not to see professional teachers influencing the Board. I should wish to see the Board consisting of men enlightened on the subject of education, and who have paid much practical attention to it; but I should rather not see actual teachers mingling with them, or, by being constituted into a permanent power themselves, controlling or even influencing the Board. The views of teachers may be contracted, they may have prejudices and prepossessions, from which men more conversant with the general principles of education, and the application of those upon the great scale which a national system would involve, would be free; and there may also be interests in the way.

2706. Would any advantages which might be derived from a body of teachers, such as has been described, be equally answered by annual conferences of teachers, similar to the plan adopted in America, Switzerland, &c. at some principal town of the country?—It would be exceedingly desirable that there should be some arrangement made for a periodical meeting of actual teachers, who should communicate with the Board; and then you would have all the benefit of their experience, and be altogether free from the operation of their prejudices and their interests.

2707. You think that would be a means of gaining the benefit of their experience and knowledge, without the inconveniences to which you have just referred?—I think the teachers ought in no way collectively or individually to have a control in the system.

2708. You think they should be merely employed as a body for communicating information to the Board, whenever the Board found it necessary to make inquiries with a view to the improvement and extension of education?—Quite so; and it would be a question whether that information should be volunteered by their having an annual meeting, or whether it should be asked for. I should think it would be better that they should have a stated periodical conference, and that they should send the information.

2709. A periodical conference of teachers, reporting annually on the state of education throughout the country, offering suggestions for its improvement in its different branches, you consider would fully obviate the objection which is frequently made to Boards of Education; that from their high official rank or composition, and previous education, they are generally incompetent to discharge the duty of communicating information and adopting means for its diffusion?—I think so.

2710. Is not there another department for which a Board is requisite, and to which teachers are totally incompetent; the management of the *materiel*, such as the

taking or purchase of land, the building of schools, everything in fine relating to the fiscal department?—These could not well be discharged by a board of teachers; they are out of their sphere.

2711. Do you conceive it is also necessary that the Board should possess the confidence of the Legislature on the one side, and of the People on the other?—Certainly.

2712. Do you think the incorporated body of teachers would be likely to obtain such confidence?—No; I think for the reasons I have stated that they would not, and I should wish to see them merely, as has been suggested, a body periodically meeting to furnish information.

2713. Has any plan suggested itself to your mind by which satisfactory statistical information could be obtained, which would show the result of a particular system of education upon the people?—I think that would be very much the function of well-appointed inspectors, who should report upon, not only the state of the schools with regard to the machinery, but with regard to the actual education; I think the inspectors are the best persons that occur to me as furnishing that kind of statistical information. The inspectors of course will report to the Board; so that I think they are the persons whom I should like to see responsible for furnishing to the Board ample information upon the state of the working of the system, and its effect on the people.

2714. Then you think that the result could be obtained in a satisfactory shape without a personal examination by the Board?—I should think so; the Board should not actually inspect; if it were practicable, which it is not, it would serve no useful end.

2715. It would be necessary, in order that such reports should be of use, that they should be formed upon something of the same plan, and consequently that the inspectors should have some general and common standard by which they might be enabled to gauge the education of the country; how would you propose to furnish them with that common standard?—That common standard should be the work of the Board; it would be a Code of Instructions, and the Board ought to be composed of men fully qualified to give a comprehensive and practical standard of directions for the purpose.

2716. What are the powers with which you would invest the Board of Education?—The power with which I should propose to invest it would be very ample; the complete establishment of schools, in their buildings, grounds, apparatus, and the whole *materiel*; I should also give them the important power of enacting bye-laws as to the government of schools, and the quality, nature and substance of the education there imparted; I should be disposed to give them a power of licensing and appointing teachers, and of reappointing them at stated periods.

2717. Do you mean by "government," that you would give them the right of framing and enforcing codes of rewards and punishments?—Certainly, in so far as these rewards and punishments are considered parts of educational discipline; such matters I should never think of submitting to the Legislature. The whole economy and administration of education, including what is now mentioned, is the function of the Board, not of Parliament. The Board should have the power of appointing Inspectors; but I think I said yesterday that the power of appointing Examinators should be elsewhere, namely, with the Government. The most important of all is the establishing of a code of instructions, embracing the whole system and management of schools.

2718. You have stated that you would give to the Board the power of purchasing the necessary land, building a school and teacher's house, and fitting them out with the necessary apparatus. Would you throw the whole of this duty upon the Board, or would you require for that purpose an equal or proportionate contribution on the part of the population?—Certainly not for that purpose; I would throw that entirely upon the Board.

2719. What are your grounds for exclusively confining that portion of the expense to the Board?—I think it would be better done; it would be more systematically and probably more economically performed, and more effectually; I think it is more their function than the function of the locality; it would establish an uniformity of equipment that might be very beneficial.

2720. Are there any other reasons why it should be exclusively confined to the Board?—No others at present occur to me.

2721. Do you think there would be a greater certainty of the establishment of

James Simpson, Esq.

5 August 1835.

schools, and a greater rapidity in bringing them into action, if it depended upon a body constituted like the Board, and not upon casual meetings of different parishes?—No doubt of it; it would be analogous almost to the fitting out the means of a war; if you were to leave that to localities, you would have a very tardy and disjointed force.

2722. Is there not another advantage arising from it, that if the Board obtain the land for the school without the intervention of other trusteeship, and the connexion of other parties, several sources of litigation might be cut off to which under other arrangements the Board might be exposed?—I think so, decidedly; the Board should be the proprietors of the land as trustees, the advantages of which, I should say as a lawyer, would be very decided. I should consider that to be the most convenient mode of holding such property, and subject to the least difficulty and chance of litigation that could be devised.

2723. Might it not have the effect of preventing proprietors from granting their lands, as such lands would be permanently alienated, whatever use the school might afterwards be turned to?—I should hold that a great national system of education should be altogether independent of voluntary conveyance; the land would be taken by legislative enactment, and the value, when not arranged by private agreement, must be ascertained by a jury.

2724. Would you then give a power to the Board, whenever a school were requisite in any particular parish, to take possession of any portion of ground necessary for it, provided it was not in the demesne of the proprietor, subject to nearly the same regulations which are now adopted in the case of public roads, canals, &c.?—I see no difference. I should have the most perfect confidence in the Board doing justice, and doing it with the best possible feeling.

2725. Allowing, however, compensation for the damage?—First, by private agreement, if it can be so arranged, and if not, then by a jury.

2726. Would you give to the Board the necessary power for the holding of property for purposes singly confined to the objects of education?—Certainly.

2727. And power of exchanging, if necessary?—Yes.

2728. In the building of schools, would you comprise other buildings besides the school-house?—The teacher's house.

2729. What quantity of land would you annex to parish schools in general, and for what purposes?—The most essential purpose would be the exercising or play-ground, which, connected with an infant school, is really the infant school. The communication of the pupils in the play-ground is the only opportunity of the *exercise* of moral training, within doors it is entirely intellectual; and it would be necessary that there should be ample play-ground for the infants, and ample exercising grounds for the more advanced scholars. There is no improvement more important than the open-air exercises of children, by which more is done for physical and for moral training than the public are aware of. I should therefore give ample power to have ground for those purposes; I should have also the schoolmaster's garden, and I think that would be all the ground that would be necessary.

2730. Would you attach any portion of ground for the purposes of agricultural instruction?—It would be important for gardening and agricultural purposes, if land enough could be obtained for the purpose. Land is more easily obtained in the country than in towns; the great difficulty in towns is the obtaining play-ground; many of the infant schools are hampered in the most deplorable manner with a few feet of play-ground; but when it becomes a national plan, that must be met of course.

2731. In towns you would frequently be obliged to place your school in the centre of a thick population?—Yes; and as you would sometimes have houses to purchase and pull down, the expense of a play-ground would be very great.

2732. What portion of ground would you consider indispensable in the case of the ordinary parish schools?—For a school of 200 pupils I should think that the play-ground ought to be about 150 feet long by 60 or 70 broad; that is about the size of our play-ground in the model school of Edinburgh, and we find it answers the purpose exceedingly well; we have fitted it up with great neatness, and even decorative gardening.

2733. Where the building of schools has been left solely to individual exertion, have they been generally well built?—To that I cannot speak, but there is a great danger that they would not be.

2734. Do you think they would be better and more cheaply built if they were under

under the direction of a Board?—Certainly better, and they would be much more cheaply built, as they would be upon judicious contract.

2735. Do you think that in the construction of school-houses, recent improvements might more easily be introduced if they were built under the sole direction of the Board, than if left to the discretion of parishes?—No doubt of that, the buildings would be constructed on the most improved plans.

2736. You think the Board would have greater opportunities of ascertaining improvements made elsewhere than any particular parish?—Certainly; a parish can have very few facilities for that purpose.

2737. And therefore, in order to obtain a good class of school-houses in the country, the easiest mode of doing it is by placing the building of them exclusively in the hands of the Board?—I say so without hesitation.

2738. Supposing the Board arranged plans for building the different classes of schools, how would you provide that the building of those schools should be executed?—By building contract on the spot: the Board would send down the architectural ground plans and elevations, even down to the working drawings; and advertise for building contractors; they would have the benefit of competition and estimate.

2739. Would not local circumstances, for example, the facility of obtaining stone and slate, and so on, and the difficulties of obtaining timber, have a considerable influence upon the architectural part of the arrangement?—The architect furnishes the forms, and I am not aware that the circumstances alluded to could materially affect these.

2740. In speaking of the outfit of schools, what are the requisites which you think it necessary that the Board should provide?—They should provide the whole apparatus, both of the infant and the juvenile or advanced school; that apparatus for the infant school is so well known, that I need scarcely detail it; all the illustrative pictures for the infants, and their diagrams of all sorts, the means of muscular exercise, circular swings, and various materials of amusement, which are very considerable in an infant school, for the apparatus consists of so many objects. There are lists in the books on the subject.

2741. Would you establish in the elementary schools libraries for the use of the scholars, and for the use of the neighbourhood?—Yes, even for the use of the neighbourhood; for it is one important result of a good system of educating the young, that it reacts upon their uneducated seniors, and brings them to exert and improve themselves; and particularly to read, and if they cannot read themselves, to make the young people read to them. It has been found to act in that way very beneficially, so that the judicious establishment of a library would be very desirable. I may also add, a philosophical apparatus; and I shall be able to give the Committee some important information about economising a philosophical apparatus. A complete chemical apparatus, by which from 2,000 to 3,000 chemical experiments may be performed, may be had for about 2 *l.* 5 *s.*

2742. What would you consider as the average expense of a parish school library?—I should think that for 15 *l.* or 20 *l.* a library, which would enlighten and humanize the whole neighbourhood, might be established, particularly now that publications have become so cheap. Those enterprising journalists and publishers in Scotland, the Messrs. Chambers, are doing good service in this respect; printing books in double columns, so that works that used to cost 6 *s.* and 7 *s.* are brought down to 18 *d.*

2743. Would you furnish them also with the means of agricultural and mechanical instruction?—If it is in the country, it is very important that that should form part of the outfit.

2744. After providing the outfit, would you leave to the parish the maintenance of those different requisites?—I would.

2745. The second power which you would give to the Board is the education and appointment of teachers. Would you establish teachers' schools immediately, under the superintendence of the Board, or allow them to be established by the exertions of individuals?—Perhaps the most important object for the superintendence of the Board is the providing of Normal schools for instructing teachers, and therefore the Board should establish these, and that without delay.

2746. Would you prefer distinct Normal schools, as establishments exclusively for the education of teachers; or professorships, and courses for the education of teachers, attached to the Universities, or to the larger collegiate establishments?—Professorships in the Universities for what has got the name of Didactics, the art

James Simpson, Esq.

5 August 1835.

of teaching, would be very important; but the Normal schools ought to be entire in themselves; they should be practical as well as didactic, and the same person who conducts the Normal school should instruct didactically the future teachers, or, if I may use a convenient Prussian word, the *Seminants*, those who are undergoing instruction to be teachers. The head of the Normal school should instruct them by lectures on didactics at a separate hour, and illustrate his instruction by having their presence when he conducts an actual school of young pupils. I think that is the best plan; and when the Committee comes afterwards to the mode of it, I shall describe it more particularly.

2747. In the appointment of teachers, would you give a monopoly to the Normal schools, by making it necessary that the teachers should be taken from them, or would you leave it open to competition?—Certainly all teachers under the national system should attend the national Normal schools for the time requisite for their complete accomplishment; and should receive what the French call a "*brevêt de capacité*," a licence which should put them on the list of candidates, from which all teachers of the national schools should be taken without any exception.

2748. Would you publish periodically this list of candidates, or leave it in the hands of the Board for the inspection of applicants?—I should think that it would do no harm, but on the contrary good, to publish that list occasionally.

2749. How would you frame this list of candidates; would you merely present a series of names?—I think they should have a classification according to qualifications.

2750. Similar to that which exists at the Universities?—Yes; and that the different graduates should have the power of rising to higher degrees before the next publication.

2751. Would you confine your licence to those that have studied your system, or would you allow the examination to be sufficient without previous attendance in the Normal schools?—I should much prefer their attendance at the Normal schools; for I should then have much greater security that they were fully accomplished, than by their merely having passed an examination, which might omit a great deal. I therefore feel disposed to require the assurance of their qualification, by their having all been students in the Normal schools.

2752. Would not the publication of a list of candidates, with their qualification and place of study, be at once a sufficient inducement for persons to study in those places of education where the art was taught in the greatest perfection?—No doubt; and it would be a paramount object with the Board to see that those Normal schools, which need not be numerous, were of the very first quality.

2753. Of course the fact of their not being numerous must render it necessary to have some of them at a considerable distance from the places where the candidates might reside; would not then the difficulty and expense attendant upon the study at those Normal schools deter many young men, whose previous habits and inclinations might lead them to become teachers, from going to them, who, however, might be enabled to qualify themselves locally for the purpose, and could submit to a final examination previous to their being allowed a certificate?—Under the new system of education one important result would be a decided elevation of the character and *status* of teachers. I should hope that the day will come when a teacher of youth shall be held to be a member of a fourth learned profession, whose pecuniary endowment shall be such as to warrant its candidates making very considerable exertions and sacrifices to obtain the education that should elevate them to the exercise of that profession. We do not find that there is any difficulty from the distant location of Universities for the education of men destined for the learned professions; and Normal schools would be a sort of college for teachers, and the sacrifice of a year or two, or even three, to obtain that education which is to fit them for really a fourth learned profession, competently remunerated, should not, considering the importance of the object to themselves, be considered as any evil.

2754. Is there not this danger arising from distinct or separate Normal schools, which would be considerably obviated in classes or courses attached to other institutions, that in a separate school a special and exclusive character may be given to the education, a character that would be most injurious to the future teachers, and of course to the system?—I do not see that that evil would arise if the Normal schools were properly constituted. The purposes of the Normal school, on a proper arrangement, might be as well provided for in Normal institutions

as in Universities, with this additional advantage, that it is connected and essentially mingled with the practical system of teaching an actual school of the different ages of pupils.

2755. In Universities, or similar establishments, whatever be the profession for which the student destines himself, he has constant opportunities of communicating with students destined for other professions, and thus a larger view of general knowledge is produced, which could hardly be hoped for in a special school for teachers; how would you remove this evil?—I think I should remove the evil by holding out advantages to induce teachers to attend the University, by requiring this, in order to promotion in the system.

2756. What would be the age and qualification you would require for entrance in the Normal schools?—The age, I should say, should not be under 16, so that the "seminant," as we have agreed to call him, shall have passed through an elementary period of education.

2757. You alluded to the great improvement which would probably take place in the character of teachers, so as in some degree to render them a fourth learned profession; could that be done without a large increase in their emoluments?—I contemplate a very considerable increase of the schoolmaster's emoluments; I should put him quite upon a footing with the parish minister.

2758. How would you provide for that increase?—By assessment, as for any other parish purpose.

2759. In forming those Normal schools, would you require that the Board should pay the whole expenses of education, or that they should be defrayed either in whole or in part by the Seminants themselves?—I believe that where Normal schools exist, in Prussia, in Switzerland, and in some parts of Germany, there is an allowance for the board of the seminant, which he may either accept of or not, as he chooses; but the allowance is given where it is applied for, because there may be young men well suited by their talents to be future teachers, who may not have the means of living away from their homes, to attend the Normal schools; and I should think that some moderate provision should be made for them; but it should be a very moderate one.

2760. In what manner should the admission be determined?—There certainly ought to be a rigid examination to ascertain their previous qualifications. I have not considered how and by whom that should be, but I should say, in general, there should be an examination.

2761. Would you have one grade of Normal schools, or several?—My humble idea of a Normal school is that it shall require no gradations; it ought to be the most perfect institution possible for training the teachers for elementary education.

2762. Are you aware of the arrangement adopted at Hofwyl, by De Fellenberg, his Normal school is divided into two classes, one for permanent instruction, and the other for occasional; the occasional instruction is intended for rural teachers, who come and pass three months in the year with him, during the summer vacations, for the purpose of acquiring information upon any improvements in education that may be adopted in his school. Do you think that such an arrangement would be practicable and expedient in the more remote parts of the country?—If it were practicable, I think it would be expedient. I should suppose that a properly organized Normal school would include the whole of what is now alluded to.

2763. In appointing a teacher, you have stated the power you would give to the Board, of periodical report; would you not also give them the power of removing teachers, in case of proved misconduct and incompetence?—Certainly.

2764. In what way should the Board ascertain the fact of such misconduct?—First, from the report of the inspector, and secondly, from the complaints of the local meeting.

2765. Would you require a regular and open trial of the facts alleged against the teacher, before proceeding to judgment upon the complaint?—I should certainly be disposed to allow the teacher to defend himself.

2766. Might it not so happen that even the caprice of the parishioners ought to be consulted, inasmuch as it is desirable that they should be induced to send their children to the school, which they would not do if they disliked the master?—I should be sorry to encourage caprice; I should say that the teacher ought to be allowed the benefit of an investigation.

2767. What is the course of proceeding in similar cases in Scotland?—The course of proceeding there is an arraignment, first before the Kirk Session, with an appeal to the Presbytery, and the ordinary continuation of appeal to the Synod and

James Simpson, Esq.

5 August 1835.

General Assembly. The case goes through the whole church courts, if the loser at each stage chooses.

2768. Has it ever happened that a parish has been dissatisfied with the adjudication of the courts, and that the parishioners have withdrawn their children from the school?—That is in their power, but I am not at present aware of any instance of it.

2769. Are you aware of any inconveniences arising from the multiplicity of appeal to which the schoolmaster is entitled if not satisfied with the first adjudication?—Great delay is the chief inconvenience.

2770. How can that be improved?—It cannot be improved as things now stand, but under the new system it would be much better.

2771. You would then give a summary power to the Board?—Yes; I should take that power out of the hands of the church courts, but arrange that the Board should judge upon investigation.

2772. Would you make its decision final?—Most decidedly; the evils of any appeal whatever would be interminable.

2773. Its decision would be absolute and irresponsible, except to public opinion?—Yes.

2774. In the case of periodical reappointment of teachers, which you suggest, would you allow any trial as to the competency or incompetency of the master previous to reappointment?—Non-reappointment being virtually a removal, I am rather disposed to leave that to the Board; having acknowledged however the principle, that at least he should be allowed to be heard by the Board if he requires it.

2775. Would not the effect of entrusting any Board dependent upon Government with such extraordinary power, be to place under their absolute dominion an army of some of the most intelligent men in the community, and to render them perfectly subservient to any state purposes for which the Government of the day might think proper to employ them?—I think that point came under a former inquiry, whether the Government of the day could convert a great national system of education into an instrument injurious to the interests or the liberties of the country; and I think I have answered that I considered it morally impossible that they could, with a vigilant press and a vigilant Legislature.

2776. After the teachers had passed through the juvenile elementary education before they entered collegiate education, what system of education would you prescribe for them?—As they are to be the future teachers of elementary schools, their education or their training in the Normal schools would of course extend to the general principles of didactics or the art of teaching, and to the actual exercise of teaching an existing elementary school.

2777. Would you have them go to College?—It would be very important that they should go to College, but not till after they have done with the Normal school; the higher they are elevated intellectually the more efficient and useful teachers they will be, even in the elementary schools.

2778. At what period would you place the examination which should qualify them for becoming teachers?—Their examination should be immediate upon the conclusion of the period of their study at the Normal school, and before they go to College.

2779. After the Seminant had passed the examination, and showed himself qualified to become a teacher, would you make it necessary that he should pass through College, or merely consider it as an additional qualification?—I should not make it necessary except to promotion; but I should very much encourage him to attend College during the period of his expectancy, that is to say, when he is upon the list of candidates, but not appointed; he could not then employ his time better.

2780. At what age do you propose that the candidate should be qualified to become a teacher?—I should say that he ought to have at least two years or three years of study at a Normal school. I think the study in the Normal schools in Prussia is about three years.

2781. At what period subsequent to the examination would you allow the pupil to become a teacher?—It would be one means of inducing him to employ his time in studying at College, that he should not be appointed immediately after. I decidedly think that a schoolmaster ought to be of age at least, that is 21, before he is appointed.

2782. The

2782. The Seminant having passed his examination, would lose the allowance attached to the Normal school; would you induce him to go to College, by continuing the allowance?—If it were imperative that he should, I should think it just to continue the allowance; but if it is not imperative, I think he must be left to find his own way to College.

2783. Would you make the continuation of this allowance a prize for good behaviour or a good examination?—I think it would be very advantageous to do so, and even to extend it to something like bursaries for College education. I think that suggestion by the Honourable Member a very judicious one; the thing would be very easily practicable.

2784. Would you allow the number of the Seminants to be unlimited?—I should think that you could not do otherwise.

2785. Consequently the number of teachers in the country would be unlimited?—The number of persons qualified to teach, but they would not necessarily all be employed; but I should think the demand and supply would keep an equal ratio.

2786. How would those teachers who are not able to get appointments be enabled to employ their time, there being according to your views but one system of elementary education?—Being licensed, they might conduct education on their own account. I think I answered before that I should wish to see all the educators of youth possessing the credentials of a perfect education in the form of a licence, and that they might then employ themselves as private educators.

2787. Then you admit in your last answer the existence of education, not in the elementary schools established by the Board?—There may be such education; I do not see that it is possible to interfere with it; the utmost length I should go is, that the teachers on their own account should have the credentials of proper education.

2788. Then you allow education to be unlimited, but only ensure a certain amount of education under the restriction of the Board?—Yes.

2789. Supposing that individuals qualified to become Board-appointed teachers pursued education on their own account, would you consider them as still under the supervision of the Board, and subject to their superintendence?—I think that would be impossible.

2790. Might not they adopt a system of education not in accordance with the national system?—There is no doubt they might, but I see no remedy for that.

2791. Then you do not desire to give a monopoly of education to the Board?—Certainly not; but always consistently with the opinion which I formerly gave, that all the teachers of youth in the country should have passed through the instruction of the Normal schools.

2792. The object of educating teachers being to obtain a system of education which you conceive the best, why would you allow the power to those teachers of adopting a system totally different from that for which, considering it to be the best, you think it necessary to go to the trouble and expense of procuring and qualifying teachers?—Because it cannot be prevented.

2793. In ascertaining the qualifications of teachers, would you introduce any reference to religious opinions?—I expect to be afterwards examined by the Committee upon the mode of teaching religion in the elementary schools. But I should say at present, in answer to that question, that the seminants ought not to be examined with regard to their religious opinions; and I shall afterwards, when I come to that point, state my reasons.

2794. Would you require any certificate with regard to their moral character and conduct?—Certainly certificates of their moral character and conduct should be required.

2795. Would the practical effect of the system you recommend be to allow the appointment of a dissenter or a catholic, or even an infidel, without any examination as to their religious opinions on the part of the Board?—The teachers of the elementary schools it is proposed shall be secular teachers, and no more. As shall be afterwards stated, they should not be required to teach revealed religion, but more, they should not be permitted; and it should be cause of removal that they interfere to inculcate, however indirectly, either religious or anti-religious views. The department of revealed religion must be committed to more competent hands. Hence, the religious opinions of the secular teacher cannot in either way affect his pupils.

2796. Would you license an individual who professed himself, or was known to be, of no religion?—For the reason I have stated, I would not inquire into that

James Simpson, Esq.

5 August 1835.

in licensing a teacher for an elementary school. I shall afterwards, when the Committee come to the religious question, give my reasons for holding that an elementary schoolmaster should not teach or be permitted to teach revealed religion. I mean that there shall be other and much better provision for it; namely, that it shall be imparted to the young, not by the elementary teacher, but by the proper religious teachers, the clergy of the different persuasions. I should secure that the secular teacher should keep his irreligious opinions, if any, to himself, by dismissing him for meddling with the subject, either for or against it.

2797. You have stated already, that the teacher is to be appointed by the Board; would you allow any control upon the part of the parish or other individuals over such appointment?—I should think that would be attended with bad consequences, worse consequences than any that could result from appointment by the Board.

2798. What would be the consequences you would apprehend from leaving the appointment in any degree in the hands of individuals or of the parish?—I should anticipate that the appointment would be subjected to local prejudices, and local partialities and caprices; and that there would be a system introduced of canvassing ignorant individuals.

2799. Do you think that the parishioners in general, in the rural parishes particularly, are competent to decide upon the qualifications of a teacher, even for an elementary school?—No, certainly not; but they would be considerably guided by finding his name in a list of candidates, and himself possessed of a certificate of qualification, and there would be in such case less danger of their going astray; but I should certainly hold that they would be very ill qualified to judge even among the different candidates, who all have their qualifications; and that the appointment by the Board would be a much more enlightened choice.

2800. Do you think that the individuals or the bodies which have the power of paying the salary, have not in fact a considerable control over the appointment of the teacher.—I am not aware that that would give them much control, for the amount would be fixed by the Board.

2801. The salary of the master would be fixed, and the assessment for it compulsory?—Yes.

2802. Would you prescribe the minimum of the salary which the parish was bound to provide, giving the parish the power of assessing themselves for the purpose of bestowing a larger allowance upon the master; or would you place that arrangement entirely in the hands of the Board?—I should think the Board must determine the allowance of salary to the teacher, according to circumstances; if it were left to the parish, I am afraid they would always choose the minimum.

2803. You would give to the Board certain powers of punishment in case of misconduct on the part of the teacher; would you entrust them with a corresponding power of reward in case of good conduct?—No doubt of it; if I give the one, I should give the other.

2804. What are the powers of reward which you would entrust to the Board?—The only effectual and practicable reward would be advancement to schools in other localities that were more important and better endowed; in short, a system of promotion by merit.

2805. The same principle as in the army?—Yes.

2806. Would you graduate the amount of salary according to the number of children that the teacher has to instruct?—I think that would be the most natural standard, there being always a minimum.

2807. Then the amount of salary would be graduated according to the population of the parish?—Very much.

2808. It would then considerably vary?—It would.

2809. Might there not be more than one school in a parish?—Yes, a parish may be so large and so populous as to require two or more.

2810. And on the other hand, a parish might be so small as that it might be found expedient to unite two parishes?—That too might happen.

2811. So that it would be possible to render the schools tolerably symmetrical in point of number?—It might, certainly.

2812. Would you recommend that the Board should have a regularly graduated scale, according to the population of parishes, for the payment of teachers?—I think that would be the most equitable.

2813. Is it not possible that a schoolmaster might become so unpopular in a parish, as not to have pupils in proportion to the amount of salary fixed for the parish?—That is possible.

2814. Would you decrease the salary of the master in proportion to the decrease in the number of pupils?—As there would be no security that he was not deserted by mere caprice, I do not think the actual attendance can be taken as a just criterion; the parish population is a much better one.

2815. Might not a schoolmaster appointed against the wishes of the parish, however competent, have his school neglected without any fault of his own?—Certainly; and I have already supposed such a case.

2816. If his school were so neglected, would you consider it the duty of the Board to remove such schoolmaster?—I think it would be very important for the Board, if the fault is not his own, to transfer him to another place.

2817. Would you fix the salaries permanently without allowing them to be affected by periodical variations?—No, I should not do so.

2818. According to what circumstances would you vary them?—According to the increase of educable persons, in analogy to what in Scotland are called examinable persons, in a parish.

2819. Would you fix any particular period for making inquiries into the number of educable persons in a parish?—I should make that one of the objects of inquiry of the inspectors.

2820. Would you fix any particular period for such inquiry?—I should not limit any particular period.

2821. Having established the principle that it is desirable that a compulsory system of education should be introduced, have you not in fact the power of compelling attendance upon the school, and thereby obviating the inconveniences just mentioned?—Very much; the compulsion, as far as I gave an opinion that it might be applied, would considerably tend to obviate that difficulty, and would in most cases keep the parish school full.

2822. Supposing the case of there being in the same parish an exceedingly popular teacher at the head of a private establishment and an exceedingly unpopular one at the head of the National school, would you prevent the inhabitants of that district from sending their children to the school of the popular man, and compel them to send them to the National school?—If you are to allow private teachers, and as I have said you must, then you must necessarily allow free attendance upon them.

2823. Then it might so happen that there might be 100 boys in the school of the popular teacher, and one in the school of the national teacher?—Yes.

2824. Under such circumstances, how would you regulate the salary of the master of the National school?—There can be no difference; he must still draw the salary of his endowment taken in relation to the number of educable persons in the parish; for it is of the very nature of an endowed system, that it shall not be left to contingencies.

2825. This would be in fact the creation of a sinecure in the parish?—It would, but it would be the duty of the Board to inquire into such a circumstance.

2826. The case is an extreme one, but it would not be altered, except in degree, as long as the pupils of one teacher were considerably more numerous than those of the other?—No, another teacher may divide the number with him; he may have one-third or two-thirds, but I cannot see that you can make any difference whatever for those gradations; you must keep faith with the teacher, and continue his payment as long as he is unremoved or untransferred.

2827. Would not that inconvenience be met by making a portion of his salary depend upon the number of his scholars?—I am not aware that you could justly do so.

2828. Do you think it would be more just that it should depend upon the number of educable persons in the parish?—I think so; and in the analogy of an endowed church, you pay the stipend of the clergyman even if he has not a hearer in the pews.

2829. You have spoken largely in a former part of your evidence, of the consciousness which the inhabitants would have when they paid the rate, that they derived a benefit from it for their children; would not the effect of making the rate compulsory, and at the same time allowing the payment of the schoolmaster to go on whether there were scholars or not, be completely such as to destroy such a feeling on the part of the parishioners?—This might occur; but I

James Simpson, Esq.

5 August 1835.

do not see that the evil would extend far, provided education is made what it ought to be, and is conducted under a vigilant Board and under proper teachers.

2830. Do you not think it much more probable that such chances of unpopularity would not exist, if the parishioners, through their school committee, had the power of allotting such salary as they thought the individual master merited? —Certainly that power would have the effect of removing the unpopularity of the rate; but whether it would be exercised with perfect justice to the teacher, in the hands of the local committee, is another question, and I should fear it might not be exercised with perfect justice to the teacher.

2831. Do you not think, that provided all hopes of patronage on the part of the parish, were taken away, by vesting the appointment in the Board, the conviction on the part of the parish, that if such a person did not suit them another might be sent down, would prevent any disposition to withhold due remuneration of the services of a particular teacher?—I think it would.

2832. Has it happened in Scotland that clergymen, themselves perfectly unexceptionable men, have been unpopular in the parishes to which they had been appointed, simply from the fact of the parishioners having had no part in their election?—That has very often happened.

2833. Would not any schoolmaster appointed in the way you have proposed, be equally exposed on similar grounds to the capricious dislike of the parishioners? —He might; but the duties of the schoolmaster are so different from the duties of the clergyman, being limited to the instruction of childhood and youth, that I do not think they would come so much into contact with the feelings, and particularly the most delicate and difficult to deal with of all, the religious feelings of the people.

2834. Are there any feelings more delicate than the feeling which a parent entertains relative to the education of his child?—Certainly none ought to be; but I have not practically observed that in the majority of people those feelings are at all so strong, at least so irritable, as their religious feelings.

2835. Suppose the case of a voluntary teacher of strong religious feelings prevalent in the parish, suppose him to belong to what is called the Evangelical persuasion, and on the other hand let it be assumed that the national schoolmaster is a person whose opinions incline towards Deism; in such circumstances, with reference to the existing feelings of society, would it not be extremely probable that the voluntary schoolmaster would be the more popular character of the two; and that in such a state of things there would spring up throughout the country a feeling of dissent and distrust of the National schools?—Certainly; but I think it would in the course of time very much diminish, as people got more enlightened, more tolerant, and more qualified to distinguish between secular and religious education.

2836. Do you think you could meet the difficulty which has been suggested, by giving the parishioners the power of dismissing the master on cause shown, if he did not meet their wishes; receiving however in his place another from the Board?—That would be a power that might be used so as to counteract the working of the whole system, and I would not concede it.

2837. Do you think that right of complaint and claim of investigation which the school committee would have, would, with a properly constituted Board and inspectors, be sufficient, in case of any dislike on the part of the parish, to obviate the inconveniences which have been referred to?—I should expect that they would, very materially; the inspectors are a distinct and independent authority from the school committee.

2838. If there existed any notorious dislike in the parish to a particular teacher, and if the parishioners complained, either through the school committee or individually, or through inspectors, to the Board, do you think that if the Board were properly constituted, means would be thus provided for the correction of such an evil?—Surely, if the objections were capricious and depended upon temper, the Board would exercise a discretion in transferring such a teacher to some other locality.

2839. The school committee, under that system of arrangement, would in fact be little else than a nominal body; and that being the case, would not the most intelligent persons in the parish probably be reluctant to act upon it, inasmuch as they would have no power, except a general superintendence divested of all control?—

trol?—I should expect that by those minds whose superintendence would be worth anything, power would not be valued; and that it would be motive enough for their active interest in the school, that their encouragement, countenance and inspection, would be of much value to the working of the system.

2840. Would you entrust the Board with the power of granting gratuities to the schoolmasters, for particular diligence in their several duties, or for long services?—Certainly; no harm could arise from that.

2841. Would you give them annuities or pensions, on the French principle, for a certain number of years of good service?—I think they should be entitled to retiring allowances after a competent number of years' service.

2842. In the case of the death of a teacher after having served for a certain number of years, would you extend that pension or retiring allowance to his widow or his children?—No; because I hold that if he is well endowed, there are sufficient means open to him to provide for his own family by life insurance, and by a general widows' fund, which then would be very desirable to be established among all the teachers of the country, or all the teachers of a large district of it; but I should certainly expect him to provide for his widow and family by the ordinary means which those employ who have a salary.

2843. Would you adopt a system which has been in practice in some countries of Europe, of reserving a certain portion of the annual allowance of the teacher for the purpose of being funded as an annuity or retiring allowance, either for the teacher himself or for his family?—That is done virtually when the members of an extensive profession have associated themselves into what is called a widows' scheme. They apply to Parliament for an Act to constitute their society, and then the payments to that society are compulsory.

2844. It would be a useful arrangement on the part of the Board, to recommend to the teachers, but at the same time leaving it at their option, to enter into such an association?—Certainly it would, and at the same time to have the sanction of Parliament. The ministers of the Church of Scotland have for nearly a century been so associated, so have the College of Surgeons of Edinburgh; the Scotch bar about five years ago adopted a widows' scheme, and obtained an Act of Parliament; and, more near yet, the parochial schoolmasters, and I believe the schoolmasters generally, of Scotland, have a widows' fund.

2845. To what extent would you give the Board power to frame bye-laws and regulations for their own government and the government of schools?—I should say unlimited, subject always to their responsibility to Parliament; all their bye-laws should be reported as part of their administration.

2846. Would you require the approbation of the Executive before such bye-laws should have force in the schools?—I should prefer the control of Parliament, by an annual, biennial or triennial report, in which all those bye-laws should be distinctly reported.

2847. Do you mean that you would not allow these bye-laws to have force till Parliament had expressed its approbation of them?—I should not go that length, I think; many of them might be of a very urgent kind, and would require immediate execution. I should hold that, as forming part of the administration of the Board, those bye-laws must be upon their own responsibility.

2848. Would you allow them to be enforced till a certain period after the meeting of Parliament?—Yes.

2849. Would not considerable inconvenience arise from requiring the sanction of Parliament to these regulations, from the very discussion which might arise upon many of the provisions, and the want of that precise local information which is essential for the purpose of deciding upon their propriety?—I should think that upon all the points of local application of which the Board are good judges, Parliament ought to be good judges; Parliament is presumed to be wiser than all other deliberative bodies.

2850. What objections have you to submitting these regulations to the Executive for approbation?—Some lingering feeling that the thing might take a political turn; I should prefer it being submitted to Parliament.

2851. Would you extend these regulations by the Board, not merely to the discipline of schools, but to the course and methods of instruction?—Certainly.

2852. Would you make this Code obligatory upon all teachers under the Board?—I should think it would be utterly nugatory unless it was made obligatory.

James Simpson, Esq.

5 August 1835.

2853. Would you require that they should subscribe to such regulations on entering upon their office?—There is no necessity for their subscribing; their being in office is sufficient assent.

2854. Would you require the Board to frame such regulations, or would you leave it to their option?—I should require that they should within a specified period.

2855. In any Legislative measure for education, would you recommend the introduction of the details in the body of the law itself or leave such details to the decision of the Board?—In the law itself I would certainly lay down the general plan of the Code.

2856. But you would not specify the details; for instance, the manner of holding schools, the subjects to be taught, the hours of the schools, &c., &c.?—Certainly not.

2857. You would be satisfied with giving to the Board a power to frame and enforce such laws, without entering into the details of the laws themselves?—Those powers being well defined.

2858. On what do you ground that opinion?—I think that it would be governing too much for the Legislature to lay down the details, and that the Board will regulate them better.

2859. Being under the control of Parliament, you do not apprehend any great abuse of these powers?—No; and the control of the press and the public.

2860. Would you require in the framing of these regulations that a mere majority of the Board should be consenting, or would you prefer any other proportion?—A majority; I see no reason for any other proportion.

2861. You have stated that you would give to the Board the power of constituting officers, and amongst these, Inspectors; what are the qualifications you would require for the Inspectors?—An inspector must be a person qualified to comprehend, observe, and report upon the state of the school in both branches of *materiel* and education; he should be competent to judge of the state of the buildings, the accommodations, and also fully competent to judge of the working qualifications of the teacher, the progress of the pupils, and the general welfare of the school.

2862. Would you require any previous course of study, or any previous examination, as conditions to the appointment of such officers?—I should think that if the teachers are required, the inspectors should be required to furnish satisfactory proof of their qualifications; and they should besides be officers of a certain rank and *status*.

2863. Would you subject them to examination, as you would the teachers?—I should subject them to examination, and to the fullest production of testimonials of complete education.

2864. Would you require for such appointments by the Board, the condition of a particular course of study, and of previous examination, to ascertain whether such candidate were qualified or not; or would you leave it to the discretion of the Board to select their inspectors from any individuals they thought proper?—I should not leave that power to the Board of choosing whom they please, but legislate that they should appoint inspectors who had undergone a known course of study, which I should say could not be better than attendance upon the Normal schools, where the very education which they are afterwards to inspect is given in its best, and purest, and most efficient form; and that they should be subject to rigid examination before appointment to that important office.

2865. Whom would you appoint as the examinators of candidates for the Inspectorship?—As the subject-matter of examination would be the very same for inspectors as for teachers, it could not be in better hands than in those of the examiners of teachers.

2866. Would you give to the Board the power of removal, as well as of appointment of the inspectors?—Certainly.

2867. Would you not apprehend that the giving such extensive powers in the framing of bye-laws, to the Board, particularly in reference to the course and methods of instruction, and such right of interference on the part of inspectors, might have the effect of placing fetters upon the capacity and enterprise of teachers?—I should think that the establishment of a very perfect system or series of school books, would be the best ground upon which a system of national education would be founded; and that those books, adopted and sanctioned by the Board, would give a body and substance to the system, that would be visible to the whole country; and I do not see that the evil mentioned in the question could result when

263.

James Simpson, Esq.

5 August 1835.

those books existed, while those books themselves would be subject to improvement according to the progress of the lights of the age.

2868. Would you give to the Board not only the power of publishing these books, but the power of prescribing teaching from these books in the several schools under their jurisdiction?—Surely; I should hold that it would be very important that the teaching should be from those books. If those books are well arranged, well executed, they will be at the least equal, if not superior, to anything that could be expected generally from the exertions of the teacher himself; they would be a guide and direction to him, and would be a security to the whole country that the nature and value of the education under the national system shall really be what it ought to be.

2869. Would you then exclude all other books from the course of instruction?—I would make them, and I think they may be made, so perfect, (and to this I shall probably afterwards come,) that they would embrace the whole of the elementary education; so that I should certainly exclude all other books but the books so arranged and adopted.

2870. Would you not apprehend from so rigid a limitation as this, that education would acquire a certain injurious uniformity in every school in the country?—I should consider the uniformity of education as it should be, an immense advantage; it would always depend upon the execution of the system of school-books, and I should have it, and it may be had, far beyond what could be expected of the general run of teachers; while the system of school-books itself would be subject to periodical revision and improvement, so that there would be no danger of cramping education, narrowing it, or confining it to a limited sphere. Everything would depend upon the quality of those school-books, and they ought to be the work of the ablest men of the age and country.

2871. Do you contemplate that the Board should produce them?—I contemplate that no person ought to sit at that Board who is not able to assist in the production of such works; but I do not say that they are to produce them.

2872. How then would you suggest that such books should be obtained by the Board?—By obtaining the assistance of very highly qualified persons: I am able to speak to such a series actually begun.

2873. Do you think that persons of high qualifications in the country would apply their time and talents to the writing of works destined for elementary education?—I should think they could not apply their time and talents to a better object; whether they would or not, will depend upon the degree of their philanthropic, benevolent, and patriotic, feelings.

2874. Would you think it judicious that the Board should offer periodical premiums for the best publications in the different departments of education?—That would be very proper.

2875. And that the circumstance of its being known that such a gold medal had been awarded to the author of such a book upon elementary education, would be a strong inducement to many persons, particularly practical teachers, to frame such works for the education of the country?—No doubt of it.

2876. Are you aware of any works existing at this moment, which you would recommend for the purposes in teaching in our elementary schools?—I am not aware that anything even approaching to what it ought to be, yet exists. I know that much has been done by both the great Irish societies, the Kildare-place and the National Board. I believe that the Kildare-place books are fair, and that those of the National Society are better; but there are none by any means yet perfect. For one thing, none embrace the infant period of education at all: but I am aware that the journalists to whom I have repeatedly alluded, the Messrs. Chambers, of Edinburgh, have already commenced a Course, or Series of school or educational books, the programme of which I have seen, beginning with birth, and carrying the pupil on to the age of 14. Some numbers are already very near publication, and I have every reason to think that this will be one of the most useful, systematic, and effective works of the kind that probably has ever yet been published. It will withal be one of the cheapest, from the very great mechanical power commanded by these journalists of stereotype and steam press, working both in Edinburgh and London at the same moment; so that they will be enabled to produce those works at a rate much lower than the public have yet seen. I expect, both from the qualifications of the Messrs. Chambers, and from those of the men who assist them, that that series of works will be one that the Board would be most likely to adopt when it is completed.

James Simpson, Esq.

5 August 1835.

2877. How far have the Messrs. Chambers proceeded in the execution of this plan?—They only formed the plan about a year ago. I have a programme of their system, and, if permitted, I will give the Committee an idea of it.

2878. Do you not consider, that one of the great defects hitherto observable in all publications of the kind, a defect extending to the German and French as much as to our own, is, that they have not proceeded upon a regular systematic plan, connecting one link with another, and all moving forward to a well defined object in the same spirit?—I have seen no series, no *cours d'étude*, that has proceeded systematically. The books are all more or less detached, and have little connexion with each other.

2879. Would you recommend then, that the Board, in taking measures to obtain such a series of educational books, should publish a programme of the extent and principles upon which such works should be executed, and should invite the public at large to their contribution, instead of leaving such publications entirely to the efforts of individuals either forming a portion of or in connexion with the Board?—Certainly it would be right to do so: at the same time, if there was a ready-made series, they might take it, if it perfectly satisfied them; especially if that one shall possess a philosophical character, in accordance with a perfectly symmetrical and systematic course of elementary education. My impression is that, at present, when we are only awakening to philosophical views of education, the field of competition will be extremely narrow. I have the highest opinion of the educational views of the Messrs. Chambers. I am not aware of anything so philosophical, systematic and complete; and I have not a doubt that when their series appears, that opinion will be justified by the public reception of it.

2880. Would you recommend a similar series of works for the conduct and information of teachers?—The Messrs. Chambers, in their series, conclude each number with a list of books, which will enable the teacher to improve himself beyond the book which is in his hand; that list consists of the best books upon the particular subject. For example, suppose that the number or book treats of physics or chemistry, the book is his guide for teaching his young pupils, but at the conclusion of it there is a catalogue of works for himself, by the reading of which he shall improve himself in physics and in chemistry.

2881. In addition to the parochial library of which you formerly spoke, would you recommend that the Board should attach to each school a certain number of works for the improvement of teachers?—It would be very advantageous; otherwise the parochial teacher in the country might have no access to them, and might not have the means of purchasing them.

2882. In connexion with these publications, would you recommend the formation of an educational society, which should receive periodical information from the different teachers throughout the country, and by cheap publications have the means of communicating to the several schools all the current knowledge and recent improvements in the science of didactics?—I should wish such a society to be formed, and to publish a regular journal; there should be a society for each of the three kingdoms, as the English, the Scottish and the Irish.

2883. These journals should comprise not merely disquisitions upon education, but facts and experiments with their several results, which might come under the observation either of professional teachers or individuals connected with education?—I should think that such an institution would be a most important adjunct to education, and would remove all the fears that have been expressed, that if education be limited to a series of books, and in the hands of a certain controlled body, the teachers may become stationary or imperfect.

2884. Are you aware of the periodical meetings which are held in America, in Germany, and in Switzerland, of teachers and others connected with education, and of their publication of transactions?—I have heard of those, and I should be very glad to see such meetings in this country; meetings of teachers and educationists, generally, members of such society. We have meetings of teachers in Scotland, but that has been confined to pecuniary purposes; to the regulation of their widows' fund, and provisions for their families. There have been local meetings. I believe the teachers and educationists in the neighbourhood of Dumfries have formed themselves into a society, which they call the Dumfries and Galloway Educational Society; but that is the only instance in Scotland, and I think is not more than a year old.

2885. In forming a society such as has been described, would you think it very important that all classes should be mixed as much as possible?—Certainly, there should be a Royal Society of Education.

James Simpson, Esq.

5 August 1835.

2886. Do you think that the upper class would benefit materially by the communications they would receive from persons professionally engaged in education?—Materially, both intellectually and morally.

2887. And the professional teacher not less, from his communication with the other classes of society?—Certainly; the benefits seem to increase as you reflect upon the subject.

2888. Besides publishing books for education, would you not think it also useful to offer premiums for the production of school apparatus of a more perfect and improved kind than what is generally in use?—It is singular that *that* has occurred to the Messrs. Chambers, who mean to connect with their series of books just such an improvement; and they wish as much as possible, by the immense means of circulation which they command, to encourage mechanical genius to produce improved apparatus, by recommending it to the public; and simply naming it would be sufficient, with such a circulation as they reasonably expect to command.

2889. You think the attention of the Board ought to be directed not only to books, but to other requisites of school instruction?—Certainly.

2890. Would you recommend a greater circulation of maps and engravings, for the purposes of instruction?—No doubt of it.

2891. Do you think it would be a fit object for the attention of the Board?—It would; and the teaching of geography by means of globes; for to the young mind it is a difficult thing to apply it afterwards to the sphere, when they have been taught by maps.

2892. Would you apprehend from such arrangement any considerable increase of expense in the annual outlay of the Board?—No; I should think that the Board would have great power of furnishing by contract at a cheaper rate, because of the extensive supply that would be necessary, and that they would come to furnish very cheaply. Part of the effect of this system would be the economizing of apparatus of all kinds; and that leads me to allude to the cheap chemical apparatus of Dr. Reid, of Edinburgh, the most beautiful contrivance of the kind that has yet appeared. He is an extensive teacher of practical chemistry, and has one of the largest and most perfect laboratories for practical chemistry in Europe, in which he has multitudes of students, all performing experiments with their own hands, sitting at the blow-pipe managing the gases, performing combustions, and applying all sorts of chemical agents. He recommends the adoption of *minute* chemistry, so that the apparatus may be of the very simplest, most portable, and cheapest kind. There is even now *microscopic* chemistry, where mere drops or grains of the agents are made to act on each other; and the action, seen through a powerful microscope, appears actually exerting mechanical force in the combinations, decompositions, precipitations and crystallizations which take place. With the exception of where gases must be confined, all the experiments which depend upon combustion and the various other applications of chemical agents, are performed, in Dr. Reid's apparatus, with the common parings of window glass, in the minutest pieces. He has also a pneumatic trough, and all the chemical agents in very small but well-distinguished phials, and all the means of using them in experiments, so that the whole of the operations of chemistry can be performed with an apparatus which costs 2*l.* 5*s.*; the bulk of it is not above a foot-and-a-half cube; it may attend the traveller, who may carry it to the remotest quarters of the globe, and it may be the means of sending home from chemical genius in the remotest countries, discoveries of important results, which when they could not be obtained without a large apparatus, could not be obtained at all; in short, I look upon the arrangement of this apparatus by Doctor Reid as one of the most important to the science of chemistry that has probably ever been adopted. I believe too I may say that there is another eminent scientific gentleman in Edinburgh, who lectures upon physics, I mean Mr. George Lees, who has assured me that he is turning his attention to render the apparatus for physical and mechanical experiments quite as simple and as cheap; and he thinks he shall be able to surprise us with the cheap and common things which are quite sufficient to show all the phenomena of physics. A very sufficient air-pump, the invention of Mr. Chalmers, master of a seminary for boys at Merchiston Castle, near Edinburgh, can now be obtained, suited for all the ordinary purposes of pneumatics, for 3*l.*; an air-pump used to cost from 20*l.* to 30*l*

Jovis, 6° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

James Simpson, Esq., called in; and further Examined.

James Simpson, Esq.

6 August 1835.

2893. DO you think a teacher who had thought proper to enter the church should be allowed to continue his functions as teacher in the school?—For reasons which I shall state when the Committee shall examine me upon religious education, I should say very decidedly not; that he should not continue his functions as a teacher if he entered the church, or became in any way a clergyman.

2894. Do you think it still more objectionable, that being a clergyman, he should hold a living, in conjunction with his school?—Certainly; in contemplation of an improved system of education, I should think it would be as unnecessary as hurtful.

2895. Would it not tend in a great measure to save the public money; might not the same person's undertaking the duties of a clergyman, and also the duties of a teacher, and receiving a small emolument for each, be a much more economical arrangement than dividing the duties into two separate departments?—Each duty is full occupation when adequately performed. I believe that generally it may be said, that all pluralities of labour and accumulations of functions are injurious; that it is injurious to the clergyman to be a farmer, and injurious to the schoolmaster to be a shoemaker.

2896. Is it not very much the practice in Scotland for young men destined for the church, to spend some years previous to entering the ministry in teaching a school?—It is very common.

2897. How is it found to work there?—In making the schoolmasters dissatisfied, while very few of them ever obtain livings; they remain schoolmasters for life, and they pay only a divided attention to their duties as schoolmasters, owing to the constant operation of their ambition to be clergymen, and the continuation of the studies which they think are to fit them for that higher function.

2898. You think it injures both professions?—I think it does.

2899. If a clergyman has leisure, and devotes it to teaching, may it not be an advantage to himself?—Not as a schoolmaster. But the question suggests, what I have often thought exceedingly desirable, that some of the leisure hours of the clergyman might be very well employed indeed in giving scientific instruction to his parishioners, by occasional lectures and experiments. Some of the Scotch clergy, both established and dissenting, do this, and it is increasing now from the progress of interest in enlightening the people. A few country gentlemen, even, amuse themselves by giving lectures in their parish; Sir George Mackenzie, who resides at his seat in Ross-shire, and whose name I have already mentioned, is an honourable example.

2900. Why do you limit it to scientific instruction on the part of the clergyman?—I think that besides requiring only an occasional hour, it would be more suitable, as being more directly in aid of religious instruction. Scientific instruction brings out the proofs of design and harmony in the universe, and the wonders of the works of God, His wisdom, power and goodness.

2901. Then it is to science, and to science only, in so far as it is connected with natural religion that you would propose to limit the lectures of the clergyman?—Of course; he teaches revealed religion at its proper time, and brings an enlightened natural theology in aid of it. This is too little done by some zealous but mistaken religious teachers. All scientific phenomena suggest to a properly constituted mind natural theology. It is impossible to give a lesson in science, as it ought to be given, without unfolding some truth in the manifestations of God; and an enlightened teacher will delight to point out this connexion. Natural theology is another word for science and truth; they are convertible terms, and they are inseparable.

2902. Why

2902. Why do you consider that scientific knowledge would be probably one of the acquirements of the clergyman of a parish?—In Scotland every candidate for clerical orders must produce testimonials of his having gone through a complete scientific university course. He must have studied physical and moral science; and I think he could not employ better his leisure from his religious duties than in enlightening and elevating the minds of his parishioners, by instructing them in natural theology.

2903. In the formation of the Board, of which you have spoken, do you contemplate that the members, or any of them, should be paid?—I do; I think that they ought to be paid, and highly paid; that they ought to be paid like the judges of the land; that their *status* should be elevated by every means. When I say like the judges of the land, I mean that they are quite as important functionaries, and ought to be made so by the Government.

2904. What would you consider a fair remunerating salary to the members of the board?—I am not aware of the number that the board might consist of, but the judges on the bench in England and Scotland, and in Ireland, are each as numerous as those commissioners would require to be; and it would be a mere trifle to the nation to endow them to the extent that would raise them to a similar rank.

2905. Have you found, practically, that the services rendered to the State are proportionate in any degree to the amount of the payment received by public officers?—Perhaps not; but I would reverse the proposition, and say, that the remuneration ought to be in proportion to the services, and that the services of a Commissioner of National Education would be of the very highest value and dignity.

2906. Are you aware that the salaries you point out, namely, the salaries of the judges, would be higher than that received by the prime minister of this country?—I did not, by alluding to the judges, point out any particular salaries; but I mean to say that they ought to be high.

2907. Would not the effect of making the salary high be to make the situation an object of ambition to people who were influenced by other motives than those which you are so desirous to secure?—No doubt high salaries are extremely desirable to all descriptions of men; but it does not follow that a government, that does its duty, will advance men indiscriminately to high salaries.

2908. From what class of men do you desire that the Board should be constituted, and how should the members be selected?—Having answered to a previous question, that if teachers produce evidence of moral character and conduct, I am against inquiry into their religious opinions, and that I mean to suggest, when examined on that head, a different provision for religious instruction, with which the secular teachers shall have no connexion; and farther, as I hold it expedient that secular education alone ought to be committed to the control of the national board, I see no advantage, but evil, in composing that board of individuals of different religious sects as such. It would be impossible to represent all sects in the commission, and not less difficult to make a fair and just selection; while zealous sectarians might endeavour to unsecularize the secular education, and give it a religious character in accordance with their own peculiar views, notwithstanding that separate, and to all sects satisfactory, institutions existed for religious education. I should therefore suggest that the board shall be composed of the best and fittest men in regard to moral worth and intellectual attainments, and especially educational knowledge and experience, (always excepting teachers actually engaged in educating, and *ex-officio* functionaries) whom the Government can find, subject in their choice to public and Parliamentary observation, as it now is in the selection of Regius professors in the universities. And as these last produce testimonials when candidates for chairs, I should suggest that the Commissioners produce testimonials, which Government shall, but subsequently to the appointment, lay before Parliament, and publish, as well those of the unsuccessful as the successful candidates. It will follow that the choice will extend over the whole empire; I am, of course, against any inquiry into their religious opinions, or any tests. In Scotland these are not required of the judges, and nowhere of members of Parliament.

2909. Of course you mean that the members of the Board should not be changed with every political alteration?—As little as the judges; their appointment should be *ad vitam aut culpam*, for life or good behaviour.

2910. And you would place the selection of them in the hands of the Government for the time being?—Yes, like the appointment of the judges.

James Simpson, Esq.

6 August 1835.

2911. Your principle involves competition?—Competition, as for the bench or the chairs of the universities.

2912. You would not require any specific course of education, or a specific examination, before a body of examinators, as a qualification for admission to the Board?—No; I do not think that would be suitable to the rank and dignity of the office.

2913. You would leave it solely to the discretion of the Government, controlled by public opinion and the wishes of Parliament?—I would.

2914. When you say for life or good behaviour, you admit certain cases in which they might be removable?—Removable, *ob culpam*, like the other functionaries mentioned.

2915. In paying the board, would you suggest an arrangement, adopted in some other public bodies, namely, that the members in general of the board should not be paid, but the committee appointed for the transaction of business should be paid according to their attendance, and the length of their attendance, such a sum for each day, or for each meeting?—I know that that is very common in boards; but I do not see that that is consistent with the evidence I have just given of rendering the board of education a very high institution.

2916. Would you recommend one central board for the United Kingdom, or a board of education for each of the kingdoms?—I should think a board of education for each of the three kingdoms would be desirable for convenience, and from the local peculiarities which it may be important to attend to

2917. Would you have these boards perfectly independent of each other, or all under the administration of one minister of public instruction?—All under the superintendence of one Minister of public instruction.

2918. What number of members would you think sufficient to constitute these boards?—Not under five; but perhaps more.

2919. What would be the maximum?—Not above nine.

2920. Were you ever in Ireland?—Never.

2921. Have you had any mode of ascertaining the extent to which education is carried in Ireland?—Not generally.

2922. Would you require, in co-operation with the Board, that the parishes should assess themselves for the support of the master and the maintenance of the school?—That the current annual expenses should be provided for by the parishes, or the localities in general, where they are situated.

2923. What course of proceedings would you advise whenever it should be deemed necessary to found a school; would you make it imperative upon the parish to assess themselves in case the board required a school, or would you make it imperative both upon the board and the parish?—I should make it imperative upon the board to see that there was an infant school and a juvenile school in every parish or district; and imperative upon the parish or district to meet the board when the board gives notice that they mean to found a school in the locality.

2924. Would you apprehend from making it imperative upon both the board and the parish, that in many cases where the parish was not yet prepared for the establishment of a school, it would create dissatisfaction, and probably a resistance afterwards to the teacher whom the board might appoint?—That consequence is not to be put in comparison with the vast advantages of the realization of a general plan; and it would be in the discretion of the board to proceed in the way that was best for the parish or district, listening to all reasonable objections, and giving them their due weight.

2925. You would give the parish or district no sort of discretion whatever, either in rejecting or establishing the school, and would limit its functions solely to the raising and the apportionment of the assessment?—I should propose that that should be the course; I would not give the parish any discretion with regard to whether or not a school shall be established.

2926. Would you allow to the parish the right of increasing or diminishing the salary of the teacher or the funds applicable to the repairs of the school?—I should be very much afraid of giving that power to parishes or districts.

2927. Then you would have both those items, and in fact the whole estimate of the expenses necessary for the maintenance of a school, determined by the Board and not by the Parish?—By the board I should expect that it would be much more properly and justly done, and probably much more lightly.

2928. You of course contemplate in case of nonpayment of the schoolmaster's salary on the part of the parish, some remedy by which he should be enabled to recover such

such salary?—Certainly; but I can look to no other remedy but an appeal to the regular courts of law, and I should think that the most convenient would be the quarter sessions.

2929. You would give him a power without any application to the Committee or to the Board to make a direct appeal to the quarter sessions?—Certainly.

2930. Would you apprehend from this arrangement any collision of powers?—Not the slightest; for the quarter sessions would have nothing to deal with but the question of pecuniary or patrimonial right.

2931. In making this assessment, would you limit its operation to a year, or would you continue it in force for any longer period?—I should continue it as long as the period for which the teacher holds his appointment, and as I hold that that ought to be a short one, subject to re-appointment, I should think that it would be very natural that the assessment necessary for his payment should be commensurate in point of time with the length of the period of his appointment.

2932. You would not, then, allow the parish to re-assemble in the interval for the purposes of either adding to or diminishing the contributions for the maintenance of the school?—I think I should not.

2933. Supposing the population of the parish by any particular circumstance had so increased as to require an increase of the school, by an addition to the buildings, or an additional master, would it not then be necessary that the parish or the district should re-assemble?—I should think that of such an important change the parish or district should give notice to the board, who would authorize the addition in the same way as they originally established the school.

2934. Would you not then allow the parish to re-assemble without the specific approbation of the board?—There is no reason why the parish may not assemble as often as they please. They may have many causes of communication with or representation to the board.

2935. In order to apply the assessment so raised for the purposes of the school, would you constitute a body, or would you leave it in the hands of an individual?—I would constitute a body, for there is no better way of increasing the interest in any institution which is paid for than constituting a body who pay, and the payment always increases the interest.

2936. Would you recommend that this body should be appointed by the board or by the district?—By the district.

2937. By what mode?—By election; the rate-payers should elect that body.

2938. Would you recommend that this election should be periodical?—Certainly; I think it is always advantageous that certain individuals at the top of the list should go out every year by rotation, but entitled to re-election.

2939. Of what members would you constitute the Committee?—If it is to be an elective body, that must be left to the rate-payers.

2940. Would you prescribe that any particular persons should be elected in virtue of their office; for instance, the clergyman, the medical man, or the magistrate of the parish or district, as a necessary element, an *ex-officio* member of this committee?—I do not think that *ex-officio* membership in this could have any bad effect, and particularly in country parishes. Those are generally the men of most intelligence; men who do and ought to take an interest in the welfare of the locality. And I should think that an *ex-officio* appointment of so many, and the rest elected by the parishioners, would be a very suitable arrangement; you at least ensure a certain portion of intelligence by doing so.

2941. Would you include among the official members the minister of a dissenting congregation in the parish?—Surely; any clergymen that do duty of any kind in the parish.

2942. Would you apprehend, from the admission of these clergymen into a body which has the direction of education, any injurious consequences to religion or to education?—None, under the surveillance of the board, and regulated, in so far as it is secular education, by a well-arranged system of books.

2943. Do you think that if clergymen were permanent members of the committee, it would be possible to prevent altogether religious interference with the course of education?—Yes; because there will be no power, and it will be one reason for giving no power to that body or district to interfere at all in the kind of education.

2944. What power and duties would you give to the board?—The first power and duty is the raising and apportionment of the assessment. The only other duty

James Simpson, Esq.

6 August 1835.

which occurs to me which it would be safe or expedient to commit to this parish or district board, would be observation and attention to the education going on in the schools, which I should propose that they should do by the appointment of a committee of their own number, which should be called the school committee, to visit the school, observe its progress, and report its deficiencies.

2945. With regard to the assessment; the Act of Parliament under which the board is constituted would specify the principles upon which such assessment should be raised and apportioned, and in all probability, in the course of a year or two, all the duties connected with the arrangement of the assessment would be merely levying, by the parish treasurer, a rate, in the same mode as the poor-rate is now levied; so that, in fact, there would be nothing more for the local board to do than to direct that officer to levy the rate?—There are always in all assessments, and there ought to be, an opportunity for complaints when assessments are over-rated, or improperly levied; and I should give to the local board the power of judging, at least in the first instance, in such cases, with an appeal to the quarter sessions from their judgment.

2946. Judging by the experience of all former assessments, that portion of the duties of the local board would be of so regular a kind, that it would not call for any attention; do you think it probable that men of intelligence would allow themselves to be nominated members of the local board, and thereby incur a sort of public responsibility, when no power or control whatever would be entrusted to them in the management of the system for which they were thus responsible?—Responsibility cannot exist without power; so that it is a mistake to hold a person responsible to whom nothing is left to do. But I do not expect that men of intelligence and good moral feeling would refuse to constitute a board merely because the duties will get into simple routine. There is, however, an important function to perform in the observance of the education of the parish—that observation being a powerful though indirect control—and they will not decline to be members in their turn of the visiting school committee. Even when there is direct power, it comes to be a dead letter in that well-conducted regular routine which is the best working state of any institution. I think the advantages of such a local board would be great, without giving it direct power. There is an immense deal of good that men may do without feeling that they are really exercising power; it is a defective morality that covets power; duty ought to be quite as desirable; and the better education of early moral training will establish that truth as a practical principle.

2947. You would give them a right to inspect the school at all hours?—Certainly.

2948. If they saw anything they conceived to be wrong in the management of the school, would you give them the power of directing that such practice, whatever it might be, should be stopped till a reference had been made to the board?—Certainly; there could be no harm in that, provided the time for applying to the board is limited, and that a majority of two-thirds of the local board had sanctioned the interference.

2949. Would you extend their inspection to the course and methods of instruction, or limit it solely to whatever related to the mere material and management of the school; such as the repair of the buildings and the ventilation of the rooms, and all that regarded the mere external objects of education?—There would be no good, and much disadvantage, in limiting mere observation and watchfulness, and the right to suggest and complain; I would extend these to everything connected with the school, and the education therein given.

2950. Would it not be more just, and more expedient at the same time, that they should limit themselves merely to applications to the board relative to the conduct of the teacher?—I do not mean that they should interfere with the teacher; they will notice his conduct, but it must be to the board that they must apply. I should allow no interference with the teacher on the part of that local authority; it may sometimes be an ignorant and capricious board. It ought to have no more power than what I have described.

2951. Would you apply that observation as strongly to larger bodies, such as town councils, who are supposed to be more under the control of public opinion, and better informed than parochial committees in the rural districts?—I do not see any use for making any distinction; the distinction would be invidious.

2952. Supposing that practically this committee should see something that they considered very wrong in the school, and should make a representation to the board

of such an occurrence, and that the board should do what boards have very often done before, take no notice of the remonstrance of the local authority, do you not think it extremely possible that the persons composing that local body would abandon the functions altogether, as thankless and unpleasant?—It would be as serious a charge against the great educational board that they refused to attend to any complaint, sanctioned by two-thirds of a local board, as against a judge that he refused to hear a suitor in his court; it could not happen. Moreover, I do not see that it is any objection to constituting the local boards that particular boards, or members, may tire of their duties, or get disgusted; we must presume that the board will do its duty till we are forced to believe the contrary.

2953. Might it not be feasible to give to the school committee certain powers specifically belonging to them, over which the board should have no control; for instance, the inspection of all that related to the state of the *materiel* of the school and buildings and good order?—I have said that observation of all this, with the right to suggest and complain, would be enough.

2954. You have stated in the beginning of your evidence that you distinguished education generally into various classes, in reference to the ages and to the course of instruction to be given. Will you enter more into detail as to the course which you would prescribe for elementary education?—I promised to the Committee to put my ideas in writing upon that subject, as it is of importance that they should be precisely stated, and if the Committee will allow me, I will now read what I have written.

[*The Witness read as follows:*]

"Elementary education is threefold; physical, moral, and intellectual. 1. The first is the proper nurture of the different corporeal systems, cutaneous, respiratory, digestive, nervous, cerebral and muscular, by the proper nourishment and exercise suited to each, comprised in the practical exposition and application of food, cleanliness, ventilation, sleep, and muscular exercise, and in the avoidance of all excess, sensuality, foul air, filth, long confinement, constrained and sitting postures, &c. This branch of education should begin at birth, and be inculcated on the understanding of the pupil so soon as he can comprehend it; so that, from his conviction of the advantages of fulfilling all these physical duties, as the conditions established by nature of health of body and mind, he may perform them all through life with a willing obedience. 2. At two years old, and till six, the pupil should be placed in an infant school, where moral and intellectual education will commence. This should be his place, whatever may be his rank in life; for the exercises necessary to moral training, or rather which constitute moral training, cannot be realized in the domestic nursery, but only in the systematically arranged and conducted nursery of an infant school, where there is the important element of numbers and variety of dispositions, without which, as in a community, the moral feelings which have relation not to ourselves, but our fellow-beings, cannot be practically exercised, and the selfish animal feelings cannot be practically regulated and restrained. The objects of restraint ought to be, all the varieties of selfishness, coarseness, violence, cruelty, and deception; while those for encouragement and actual daily and hourly exercise, should be generosity, gentleness, mercy, kindness, honesty and truth, with delicate and cleanly habits, and refinement in taste and manners. Much may be done at this stage of education to prevent, by anticipation, those fallacies, prejudices, and superstitions, which, rendering the uneducated intractable, constitute a serious evil in society. To the infant school is indispensable a play-ground for muscular exercise and the practice of moral intercourse: this part of the institution is really the principal school; the employments of the school-hall are but secondary, and much, at least one-half, of the school-day should be passed by the infants in the play-ground. The spot should be tastefully laid out with borders of flowers and fruits, for the practice of forbearance, and the exercise of taste and refinement. As already said, the in-door intellectual training, by lessons, is accessary and secondary, and ought on no account, for the sake of exhibition, to be rendered primary in importance. It cannot be too strongly impressed on the conductor of an infant school that the infant brain, the instrument of thought and feeling, as is physiologically demonstrable, is incomplete and unconsolidated, and that an attempt to bring out precocious power by tasking and labouring it, will not only defeat its own end, but, if persevered in, will end in the destruction of the mind itself, and certainly of the health. In this we read the melancholy history of infant genius and precocious talent, and trace it to its early grave. As, however,

James Simpson, Esq.

6 August 1835.

the period of infant school is four years, much may be acquired intellectually without one act of intellectual labour deserving the name. A skilful teacher will lay simple nature in his pupils' way, as he would attractive objects and playthings, and gradually, incidentally, and to themselves almost unconsciously, familiarize them with a great extent of useful knowledge, as if they themselves had picked it up in their own careless path. Objects, pictures, realities of all kinds, surround them, and there is lesson and knowledge in them all, and usefulness that will not be lost during life. Reading may be picked up in the same easy and unconscious manner before six years of age; the simple arithmetic by visible signs, simpler geography, and much more, all without a task or an effort. It is further physiologically observed, that the exercise of the moral feelings, provided the excitement of passion of all kinds be avoided, is no labour to the brain, but a healthful exercise, and so arranged by an all-wise and benevolent Creator. Revealed religious instruction (for natural religion inheres in every lesson) if it is inculcated in school, and not, as is much better, by the child's own pastor, ought to be confined to the simplest histories and precepts of Scripture, and should never be given as a task.

"The advanced or juvenile period of elementary education should commence at six and end at 14 years of age; while physical and moral and religious exercise (the latter decidedly under the pastor) should never relax, and their principles and effects be made the subject of regular intellectual exposition and study. The course of study ought to be nearly as follows: The Monitorial machinery, which was partially introduced in the infant school, will be arranged and practised on a larger and still more systematic plan in the juvenile. This important instrument ought to be skilfully, readily, and methodically used by the teacher, for without it one teacher cannot conduct a numerous school, but with it he may easily manage 200 pupils. The grand object will be to inculcate real, substantial, useful knowledge, and words only as its signs. The Pestalozzian system, as simplified by Dr. Mayo, begun in the infant school, should proceed in the juvenile, and be made the basis of much incidental instruction; for reading, spelling, grammar and etymology, together with much useful practical knowledge, may be incidentally acquired. Second, if second to the Monitorial, is the Incidental system of teaching. Its saving of time and labour is very great; and the subjects it embraces, instead of confusing and mutually obstructing each other, take their places as nature points out, and aid each other's acquisition. By the Incidental method, too, the teacher advances a numerous class of pupils at the same stage of training; which is decidedly preferable to teaching many minutely divided classes. The real knowledge imparted should always be accompanied by illustrative realities, or their drawings or models. Penmanship and arithmetic, besides being imparted incidentally, will be practised for improvement at separate hours. As the pupils advance in age, say from 10 to 12, they will go on into the elements of natural history and geology, while natural theology will incidentally assist and elevate the pursuit. Proceeding, they will be taught geography by the globe as well as maps, geometry and the elements of astronomy, both planetary and siderial. Music should be taught as a resource and refinement. The pupil should draw as well as write, and may learn to do so to some extent incidentally while the pencil with which he writes is in his hand. Farther on in the course, having passed his 11th or 12th year, the pupil may commence the study of a general outline of civil history, on which may be incidentally ingrafted much of the economy, civil, military, manufacturing, and commercial, of his country; with a simple view of his rights and duties as a citizen; a knowledge of ranks in society, and their just foundation; and of the nature of trades, professions, labour, wages, markets, &c. These points of knowledge, in the form of regular and often-repeated lessons, will be easily mastered in two or three years. The elements of chemistry, with practice in experiments, will follow, to be succeeded by the elements of physics and mechanics. By the elements of these sciences is meant that broad foundation in principles and their applications, which, even if no more is acquired, will be of great practical value in life, but which form the basis of a more extended and profound pursuit of these sciences. A knowledge of Man, as a physical, moral and intellectual being, should next be imparted; the structure and functions of his body, the conditions of his health, and the faculties and operations of his mind, with the marked and beautifully harmonious relations of both body and mind to external objects, and the duties thence arising, as a system of natural ethics. Last of all, an outline of English literature, a knowledge of the names, and, as far as practicable, some notion of the works of British authors, both in prose and verse.

"Languages,

"Languages, other than the vernacular, ought to form no part of elementary education. These, as well the dead as living languages, should be learned by those who choose or need them, by separate and by all means subsequent study. The study of these or any of them, during the elementary period, would engross too much time and attention, to be consistent with even moderate success in elementary training; besides, experience has shown that the very young, from the irksomeness of the study of languages, are apt to dream over them, to the great sacrifice of mind; and that much greater progress is made in a year or two after 14, than in five or six before it. The above sketch is purposely confined to Secular education, with its inseparable Natural Theology; of which last the teacher should never for a moment lose sight. A separate teacher, and that the pastor of the parents, ought to take upon himself the earliest religious instruction of the young, according to the sects to which their parents belong, and time and place should be allotted for this important part of education."

2955. Do you found the system of education you have now described upon any particular system of mental philosophy, or is it collected from various experiments which may have come under your own practical observation?—Upon both; and, anticipating the question, I have very shortly put in writing a sketch of that philosophy, which, with the leave of the Committee, I will read; it is a very simple analysis of the human faculties, upon which that system of training is founded and to which it is applied. It is substantially what I have stated more at large in my work on the necessity of popular education as a national object.

[*The Witness read as follows:*]

"The human faculties are divided into three classes, the Animal Propensities, the Moral Sentiments and the Intellectual Powers, a classification which mankind practically adopt in the affairs of life. The animal propensities, which chiefly require the restraint and regulation of education, and which have the dignity of utility in that proper use for which they were bestowed, but in their abuse constitute vice and crime, are,—the appetite for food, to preserve the individual, the abuse of which is gluttony and drunkenness; the appetite of sex, to preserve the species, the abuse of which is lewdness and debauchery; the desire of property, to accumulate capital, the abuse of which is avarice and theft; the impulse of self-defence, and defence of offspring, friends, and property, the abuse of which is contention, violence, and aggressive war; the impulse of resentment of injury, the abuse of which is rage, revenge and cruelty; the impulse to self-love and self-elevation, necessary for self-interest and self-respect, the abuse of which is selfishness, love of power, tyranny, and pride; and the love of good opinion and praise, the abuse of which is vanity, ambition, and love of glory. All these feelings centre in self. The moral sentiments go out of self, and have relation to, and seek the welfare and happiness of others. The chief with which the educationist has to do are benevolence and justice, which act towards men, and veneration, which, while it gives respect for human worth, is the source of piety towards God, and the foundation of religious feeling, inferring, in its very existence, the existence of Deity. These three important faculties can scarcely be too much exercised. Yet even they, if not regulated by the intellect, may be abused; as benevolence in indiscriminate almsgiving, justice in severity, and veneration in sycophancy and superstition.

"The intellectual powers are subdivided into the faculties which observe and know, and those which compare and reflect. In infancy and youth the observing faculties are in greatest activity and request. They cognise all existing external objects, with their qualities of form, colour, size, weight, position, number, and store the mind with real knowledge; giving also the talents of drawing, painting, statuary, mechanics, and calculation. Another knowing faculty observes and records these changes in the condition of objects called events, of which history, in its widest sense, is composed. The comparing and reflecting faculties establish truth by comparison and analogy, and by the deductions of necessary consequence, and constitute respectively the faculties of illustration and logical reasoning. The faculty of language converts things into their signs in words, and gives utterance to thought.

"On the other hand, the Creator has established a marked and easily ascertained relation between each of the foregoing faculties and external objects in nature, and on these relations is based an obvious system of practical ethics for the regulation of human conduct, and a test for the conduciveness of social institutions to the pro-

James Simpson, Esq.

6 August 1835.

duction of human happiness. Education, above all, is essentially the improvement of the faculties named, to the end of regulating the animal propensities, increasing the activity of the moral sentiments, and enlarging the power of the intellectual faculties. The most popular writers, who, like Shakspeare and Scott, have successfully portrayed human nature, have assumed the faculties now named as constituting man. Nevertheless, these writers have only described or painted these faculties or impulses in action in their fictitious human beings; it is not meant that they have laid them down specifically and systematically, or given them specific names. It is a system different from any of the previous systems of mind, but it is one which I humbly conceive to be very consonant with common sense and every-day experience."

2956. Are you acquainted with, or aware of any other persons who hold these opinions, and who are they?—With many men of eminence in this country, and also in France and America. I should first mention Sir George Mackenzie, the late President of the Royal Society of Edinburgh, who adopts that view of human nature, and upon that analysis of the mind has written upon education; Dr. Poole, a member of the Royal College of Physicians of Edinburgh; Mr. George Combe, the author of a work entitled "The Constitution of Man, in Relation to External Objects," and of "Lectures upon Education." "The Constitution of Man" is now in its third edition in this country. A large legacy was some years ago left to cheapen it to the humbler classes of the public; upon that legacy 3,000 copies were printed in the month of May last; 2,000 of the cheapest, at half-a-crown, were sold in three weeks, and the remainder, a fine edition, which was also lowered, sold in about six weeks more. The Messrs. Chambers are now engaged in promoting the diffusion of this work, by their great mechanical power of stereotype and steam-press; so that it will soon appear at the low price of 1 *s.* 6 *d.*, instead of its original price, which was 7 *s.* I consider that work as by far the best exposition of the system. It is in its third edition in America, stereotyped, and considered a standard and stock work. Another gentleman, who holds, and writes, and practically acts upon, these views of human nature, is Mr. Maclaren, the able editor of the Scotsman newspaper, who has been many years an advocate of the educational views which I have sketched. Dr. Andrew Combe, brother of Mr. George Combe, the author of "The Principles of Physiology applied to the Preservation of Health and the Improvement of Physical and Mental Education." This work is in its third edition in one year, and is stereotyped in America, where 8,000 copies were sold in the first nine months. The work is recommended by the unanimous voice of the journals, both of that country and of this, as what ought to be in every family school and manufactory in the country. The Messrs. Chambers, whose Edinburgh Journal circulates 60,000 per week, have adopted these views of education and of mental philosophy, and have considerably increased the circulation of their journal during the last year, in consequence, as they and all their philosophical friends think, of the larger infusion into their pages of the practical wisdom of a system which the public are disposed to approve of. Dr. Brigham, physician in Boston, author of a work on Early Mental Culture, and its Advantages and Dangers; and Dr. Caldwell, professor of medicine in the University of Lexington, in the United States, who has written a work on Physical Education. Those are all actual writers on education; but there are multitudes who adopt these views and carry them practically into life, who are not writers; they acknowledge them as principles, the advantage of which is their ready, simple, and satisfactory explanation of all the phenomena of life, and application to the conduct of human affairs.

2957. Are there not other systems of mental philosophy that would answer as well, as a basis of education, as the one you have just stated to the Committee?—I have made it my object to study most systems of mental philosophy, and I am not aware of one which is so manageable, and clear, and short an instrument of practical application to the affairs of man, educational and other, as the simple analysis which I have stated to the Committee.

2958. Do you think it necessary that a student should be fully possessed of an accurate analysis of the human powers, in order to enable him to direct his own powers with advantage?—Certainly; and he may with the most perfect ease, and at a very early age.

2959. What do you mean by "an analysis of the mental powers"?—An enumeration and classification of the faculties, as well the feelings as the intellectual powers. I should propose that the boy of 14 should know intimately his mental constitution, and likewise his corporeal frame and its functions.

2960. And

2960. And you would impart this knowledge to the mind of the learner in the earlier stages of life, so as to make the principles which you have just developed to be felt as truisms?—I should wish to see the day when these truths should be held to be truisms. I know young people that are quite familiar, and practically so, with these truths, and some of them of the other sex.

2961. Can you state to the Committee any instances of the application of these principles in practice within your own observation; and first in reference to infant education?—With regard to the model infant school of Edinburgh, in the welfare of which I have taken, as a director of the society, very great pleasure, I have seen and have humbly contributed to the application of those principles in the training of the school. The master of that school is himself thoroughly imbued with those views, and he says that they have put into his hands a very powerful practical instrument. He is attending in the training of the children to all the parts of the constitution of the human being. He is minutely applying the natural laws of air, exercise, proper warmth and cleanliness, and the other requisites of physical education. He is carefully watching the manifestation of the abuses of the animal and selfish propensities; he is regulating these, modifying their activity, and removing their well known temptations; while, at the same time, he is inculcating all the advantages of the exercise of the benevolent and just feelings, and also the religious, and superintending and watching their manifestation with an intelligence, which is increased by his being able to know where and how they manifest themselves in the intercourse of the children. On the other hand, he is training without overworking their intellectual powers in so far as nature has already prepared them for their natural food; namely, the power of knowing and of observing, with very little appeal at that early period to the yet undeveloped powers of reflection.

2962. Does not all you have just stated resolve itself into this; that the master observes his scholars, and prohibits that which is conventionally considered bad, and inculcates that which is conventionally considered good; how is that necessarily connected with the theory of mind you have developed, and why should not the same power of direction be quite as effective if this theory of the mind were not understood?—With great deference, I would say that the question now put by the honourable Member is an example of the grand defect of the notions yet prevalent on human nature. These vanish in generalities; whereas the more minute and specific division of faculties, traced to their primitive powers, enables the teacher to be much more certain of his ground, and to observe much more precisely the working and the operation, singly and in combination, of those various faculties in his pupils. It is certainly perfectly true that a judicious teacher will observe evil manifestations and curb them, and foster good ones; but he will do so less intelligently, less precisely, and less in relation to the particular modifications of disposition in his pupils, than he will do if he has got a precise and clear analysis of the faculties of the mind as his working instrument, and knows the various objects in nature which have their pointed relations to those very faculties, so specifically distinguished.

2963. Is not the question of the precise point where a virtue may degenerate into an evil a conventional matter, quite distinct from the development of mind you have just stated?—That a virtue may degenerate into an evil may be exemplified by benevolence becoming facility and indiscriminate charity, and generosity becoming extravagance to the violation of justice. Those are all abuses, but the instructor of youth who has got a sound analysis, will be enabled to watch these abuses and degeneracies much more correctly.

2964. What determines the abuse or excess but the convention of society?—The convention of society is no ground of morality. The fiat of the Creator, in the nature of man and things, is the foundation of morality. There is another circumstance to which I would call the attention of the Committee, namely, that under the existing philosophies, or rather non-philosophies, in all their variety and contradiction, we have seen no intelligent moral training in schools hitherto; there is no institution for moral training upon an enlightened practical system.

2965. Are there any facts illustrative of the system relative to the management of the Infant school at Edinburgh, to which you have referred, which you can state to the Committee?—The best course I can follow is to put in two reports which the Infant School Society has published; the one in 1832, the other in last May. From those two reports, the principles of infant training will be fully put

James Simpson, Esq.

6 August 1835.

in the possession of the Committee; and they contain some interesting incidents, showing the working of the system in repressing selfishness and developing the good feelings of benevolence, mercy, and truth, some of them so interesting as even to be affecting. There is one, published in the second report, of the conduct of 150 infants to an imbecile or nearly idiotic child, that came amongst them about a year ago. In any other school that child would have been an object of annoyance and insult; instead of which he is a sort of pet to the whole school. They surrender everything to him; he was cross and peevish when he came, and pinched and beat his neighbours, but they never thought that that should be resented towards an idiot child. When he wishes to exercise on the swing the ropes are at his command; there is a little *élite* party ready to do him every kind of service; and I am assured by the master, on the one hand, that he is very much improved in intellect, and by his mother, on the other, that from having been the least, he has become the most manageable among her children. Now in the old schools where the better feelings are not in this way brought out, the feeling of pride, which glories over inferiority, would have been the active impulse, and the child would have been rendered so miserable that he must have been taken away.

2966. Have the goodness to deliver in those reports.

[*The Witness delivered in the same.*]

2967. Is it found that the influence of these schools is very perceptible upon the parents?—There is a beautiful reaction upon the parents. The teacher has told me incidents which are quite touching; he has told me that he has repeatedly known that the drunkard in the alehouse has resisted with insult and violence every attempt of his wife to bring him away, but when she sent his infant child he has been led home in its hand. It has been found that the education and refinement of the child often represses the coarseness and vice of the parent; and the instances are numerous where the child has induced the parent to read or to hear reading, scriptural and other, and to improve his mind and his habits.

2968. Do you think that the system of infant schools could be with facility extended to the various parts of the country; or is it an institution which has required great care and attention, and great nursing, to raise it to its present state?—With proper books, not only Wilderspin's books, but those of the Messrs. Chambers, which are about being published, and always with a competent study of the system in operation in an actual school, ordinary powers would easily conduct an infant school.

2969. Is not temper an important qualification?—Very high moral feelings in general are essential to an infant teacher.

2970. Is the Edinburgh school conducted principally on Mr. Wilderspin's system?—Entirely.

2971. Are there any other similarly constituted schools in Edinburgh?—There are two others, but those are erected upon sectarian principles, by two of the established clergy, who thinking, if I am not mistaken, that there was not sufficient appliance of Bible lessons in the infant school,—which, for very good reasons, to be afterwards stated in detail, are not there rendered a task and an infliction,—separated from the society, and with the aid of their respective congregations have established infant schools of their own, but without play-ground, and in which therefore the Wilderspin system of moral exercise cannot be applied, and where is given a very paramount and preponderating importance to Bible instruction, at a period of life when it is entirely lost.

2972. Do you not think that the attempt to sectarianize infant schools has been very prejudicial to their benevolent influences?—Most prejudicial; I know that in Glasgow, where there are six infant schools, the established clergy have drawn them all into their own system, while the directors, who were dissenters, have withdrawn.

2973. Do you think that these infant schools are liable to considerable abuse?—Liable to very great abuse, in over-labouring the infant mind; and that is an abuse into which they are apt to run, for a very obvious reason, namely, that it is the intellectual progress of the children alone that can be *exhibited*. The moral training is not capable of exhibition, and therefore there is always a temptation to the teacher, for the sake of his own credit, to cram the children, and to exercise them too much intellectually, to the serious injury of their health. In a properly

a properly conducted infant school the intellectual training will be of the lightest possible description; the paramount object of an infant school is physical and moral training, the exercise of the play-ground, and the intercourse of the little community who are there running in liberty, ease and happiness; while the intellectual training ought to be a mere variation of their amusement. But a skilful teacher, upon the true principles of the system, can in the course of the four years they attend, without an effort of theirs, give them a great deal of very useful knowledge. There is an author, whose work has only lately come to this country, Dr. Brigham, of Boston, to whose name I have already alluded, who has written a work upon early mental training, and its dangerous consequences to the unconsolidated brain of infants, which accounts for the short lives of the precocious, who are ignorantly over-laboured. This work had fallen into the hands of the late Mr. Cobbett, who very indiscriminately considered it as a death-blow to infant education; and indicated, in his Register, that he meant to publish, at his own expense, a cheap edition of Brigham's work, to put down for ever the abomination of infant education. The same work has fallen into my own hands, for a copy of it was sent to me from Boston, and another to Mr. Combe. We immediately saw it was the most powerful ally we could possibly have to support the legitimate system of infant education, and we have been at pains to make it known; so much so, that the Messrs. Chambers are now engaged in reprinting it in the columns of their Edinburgh Journal, which circulates to the extent of nearly 60,000 copies per week.

2974. You would not apprehend any evils from the establishment of infant schools, if a proper sense of the mode in which they should be managed were diffused amongst the community?—On the contrary, the greatest benefits, physical, moral and intellectual.

2975. In the report you have given in, it is stated, that it is necessary to collect infants in suitable numbers to form a society of equals in unrestrained and unreserved intercourse; what is meant by the word "equals"?—It means equals in age; their companions, as distinguished from their instructors. It is not an equality of rank, because I should like to see all ranks mingled in well-constituted infant schools; nothing would do more good to a young prince than to be put among his equals in age in a well-regulated infant school.

2976. You have stated to the Committee that you would follow up infant schools by juvenile schools from the age of six to 14, and you have given an outline of the moral and intellectual training to which they should be subjected; can you give any instances of this course having been put into actual practice within your own experience?—Yes. It is done very intelligently in the Lancasterian School of Edinburgh, by Mr. Dun, by whom, in the course of the education there given, all the faculties are exercised, and the practice which used to render schools so irksome and so useless, namely, exercising verbal memory only, has been reformed. There is no school which I have seen in which the whole faculties are exercised and improved, according to this system, more perfectly than in the English department of the High School of Glasgow, under Mr. Dorsey, a gentleman examined in the end of June by the English Education Committee. Having heard much of Mr. Dorsey, I went to Glasgow in the beginning of June, for the purpose of seeing him among his pupils. The English department is only a recent creation, and he has made it a very important and a very lucrative branch of the establishment. Certainly I have not seen anywhere so excellent a teacher as Mr. Dorsey, to the full extent of these advanced views. He is a master of the incidental method; several things are going on at once, assisting and not confusing each other; and there is a zeal, an alacrity, and an animation in both the teacher and the taught, which I have not seen anywhere to the same extent. I remained in his school the whole day, and better educated boys than his pupils I think I have not seen. Some of them are so intelligent that he has repeatedly put them in his own place to give, on a Saturday, a lecture on physics or chemistry, to a popular audience, consisting of the fathers, mothers, sisters, and friends, of the pupils. This is as important as new; a boy of 14 will take his place, and go through the experiments of the day. I saw them exercised upon the lessons of the day; they were busy with the barometer and thermometer. The teacher hung up diagrams, and the boys took their pencils to describe them; one was the process of distillation, another was a new mode of smelting iron, lately introduced into Glasgow, and the boys were about to write a description of those, when he requested me, as a stranger, if I had any anecdote that I could tell, to do so, and I told them the anecdote of the

mes Simpson, Esq.

6 August 1835.

idiot child in the infant school at Edinburgh, already mentioned to the Committee. It touched their feelings so much, that instead of the diagrams before them, they all wrote the story, each in his own way, and handed in their papers. In some of them the story was told with effect, and even eloquence; in others, more as matter of fact, but all of them tried it; every boy in the school took his pencil and sketched the story. There was about the whole scene so much of animation, vigour, and business, that I feel assured that those boys when they leave Mr. Dorsey will be fully ready for the duties of life.

2977. Is not Mr. Dorsey a very young man?—He is not more than 24; he began to lecture in the mechanics' institutions and associations as early as 16. He is a young man of very uncommon talent, and applies it in, I think, one of the most useful ways that talent can possibly be applied.

2978. Is it found that this system of weekly exhibition has any effect upon the moral qualities of the pupils; does it produce any feeling of vanity?—I have not heard that it does; it is not stated or regular; the boys are only substituted when the master is called away.

2979. Is it found necessary in the school to use punishments or rewards to excite the diligence of the scholars?—No such thing as *inflicting* punishment is heard of. It is contrived that delinquency shall punish itself; for example, negligence, as happened when I was present; there was one boy who was a very negligent orthographer; the mis-spelt words in his theme were all written up by Mr. Dorsey upon the black board, and made a very considerable show; the black board was then handed down for the orthographer's especial benefit, and he was desired to take his dictionary, and within fifteen minutes correct every one of these words. This was rather a smart punishment, and it operated pretty severely. Mr. Dorsey told me there is nothing beyond such punishments, and they have in themselves a salutary result.

2980. What is the number of pupils in the school?—The number of pupils, for it has only existed eight months, is, I believe, nearly 100 in the English department, but I am not quite certain.

2981. How many teachers?—Himself alone in that department. He has a museum, which was furnished by his pupils; he indicated the articles he wanted, and in a few days he had 600 articles of all kinds as the commencement of the museum, and he has also a very complete scientific apparatus. He is establishing a library, and is rendering the English department on the whole so important, that I have no doubt the attendance will very greatly increase; and in such a place as Glasgow, where the dead languages are very little needed, it will become the most important school in the place, and I should say the most excellent school I have yet met with or heard of in this kingdom.

2982. Do you not think that black boards as you have mentioned might be used for making inquiries of the scholars, by the answers to which the teacher might be enabled to ascertain the peculiar character of their minds and the bent of their dispositions?—Certainly; Mr. Dorsey's pupils are much called upon to use the chalk themselves on the black board.

2983. Have you heard that in North Holland such instruments are used for the purpose of ascertaining the educational progress of the children in schools?—I have not heard that it is used there; but the black board is a most essential article in schools, as they ought to be.

2984. What branches of education do you include under the term "English education"?—I include the whole of elementary education, which includes both infant training and juvenile education. I consider that the English department comprises not merely reading English, its old meaning, but the whole of education, instrumentary, real and scientific, up to the age of 14.

2985. You have stated that in the school of Mr. Dorsey he himself teaches and lectures alone, and that he has, as you believe, nearly 100 pupils; do you anticipate that this proportion between the pupils and the teacher could be generally adopted?—I hold that one teacher, with the aid of the monitorial and incidental methods, ought to be able in a parish school to teach 150 or 200 pupils.

2986. That is supposing that the teacher himself were very highly qualified?—Yes, he must be qualified; but proper education and adequate encouragement will establish in this field of labour a standard of teachers, of which we have yet seen but rare and few specimens. In many minds, for example, the infant system has called up a perfect enthusiasm; and I am certain that many able men would take such a situation as Mr. Dorsey's with alacrity.

2987. Is that the maximum or the minimum?—I should say 200 is the maximum.

2988. What would you consider as the average number that might be advantageously taught by an average teacher?—I think 150.

2989. What would be the variation of ages in that number?—From six to 14.

2990. Would you fix a certain proportion over and under a certain age?—That would be as it might happen.

2991. Can you give the Committee any idea of the proportion of ages actually found to exist in the English department of the High School at Glasgow?—No; I could not say exactly.

2992. Would you include in the same school of juvenile education females as well as males?—I would.

2993. How would you classify the mode and manner and time of communicating information to the pupils, according to their different ages and qualifications, supposing there were only to be one master for so many pupils?—The masters who do teach large schools have certain well-understood rules for their classification, which I could not exactly at present state. The monitorial plan is used in many schools where they are much more numerous. In the Borough-road School there are 500, of various ages, under one master; perhaps he may have some little assistance, but it is chiefly through monitors; and in the Lancasterian School of Edinburgh the numbers are 300 under one master, and the same number under one mistress. I think the master has a slight assistance.

2994. Where general history, and the principles of trade and commerce, and physics, and the knowledge of man, are to be communicated to children of that age, must it not necessarily be in a very superficial manner communicated?—I am happy that that question is asked. Attempts under the present state of things always result in a smattering, for everything is sacrificed to the dead languages and to instrumentary education; so that any attempts that are made over and above, which are so few as not to be worth naming, have resulted in very superficial knowledge. But when those subjects are the sole and serious business of school, and that for years, in their gradual series, and each of them sufficiently and properly imparted, I hold that there will be carried from such school much useful knowledge upon all the branches taught, much better inculcated, and much better founded and remembered than anything which we have yet seen. And I have asked a gentleman whom I have named already, Dr. Reid, whether he has found in his juvenile pupils that their chemical knowledge is a smattering. He says that he has pupils of both sexes, under the age of 15, who were very good practical chemists; and so also says Mr. Dorsey.

2995. Did he at the same time give you to understand that the children of that age being good practical chemists, have not been in consequence obliged to sacrifice much of the time and attention they ought to have paid to the other branches, you have stated as being essential?—That was not in Dr. Reid's way to communicate; but there is no reason why they should: the other branches would be taught, in their series, as perfectly, as effectually, and as radically as the chemical. Dr. Reid is to try the experiment next winter with a class of 100 boys, from 10 to 14 years of age, and anticipates perfect success, the boys carrying on their other studies at the same time.

2996. Do you think that the multiplicity of various objects of study tends to injure or to improve the faculties?—To improve, provided the objects of study are attended to properly, according to the faculties, and in their proper order.

2997. More particularly if they have a well-ordered relation to each other?—Yes; and they always have that relation. The whole circle of knowledge, which men for convenience divide into branches of science, is as the Truth of God, one and entire, and in perfect harmony and accordance; so that one branch, properly arranged and placed, will be the foundation and the aid of another.

2998. Much then depends upon arrangement?—Yes.

2999. How would you elucidate the connexion, between trade and mechanics, for example?—Trade is a part of the general system of human affairs, and mechanics will bear a very important relation to it in the facilities by which trade is carried on. We have railways and steam-ships, and all the applications of mechanics to manufactures and to commerce, so that there will be a united progress of the young mind in those branches. I should hold, that what the question has just alluded to, namely, the elements of trade, commerce, markets, wages, professions, and so on, would be amongst the latest that would be communicated.

James Simpson, Esq.

August 1835.

3000. Is not that relation as you have stated it a mere relation of facts, but not of principles?—But there is such a harmony through all the branches of truth, that they all do depend upon each other; so that you will be a better manufacturer and a better trader if you are a good mechanic.

3001. Do you mean that the rudiments of the studies which you have enumerated as forming a part of juvenile education, should consist in the inculcation of the principles upon which those branches depend, or of the facts which result from them?—In both; the principles supported by the facts. If I were teaching chemistry I should expound the principles of elective attraction, for example, and of affinity, and I should show by experiments how they were evolved and confirmed.

3002. What effect would this continual excitement of the brain, in acquiring all this mass of information, have upon the physical constitution of a child?—After the age of six the danger of working the brain is diminished; but a judicious teacher will not work it till it gets older; but when it comes to 10, 11, 12, 14, the danger is still less, provided the hours of mental employment are reasonably limited, and alternated with exercise in the open air.

3003. Abstractedly speaking, is there any more difficulty in the acquisition of principles than in the acquisition of facts; principles being generalizations founded upon facts, when the learner is in possession of a certain number of facts, is not the induction from those facts, in other words, the principles governing those facts, an easy and simple effort of the mind?—Quite so; I hold that the principles generalized from induction become of the nature of facts themselves.

3004. Would you apply this course of education, which you have stated as in action at this moment in the High School at Glasgow, to other district or parochial juvenile schools which might be established?—Certainly; it is as easy as anything that could be taught there, and infinitely more interesting and useful.

3005. Supposing that in an agricultural parish the parishioners desire a system more purely agricultural than the one you have described, would you prevent the parents from educating their children in the way they thought best?—I should think that an enlightened board, who recommended and established the best system of elementary instruction, would be better judges than the parents; I should hold that the elementary training which I have described, and which all minds of average power are capable of acquiring, ought to be independent of all distracting pursuits; and that agriculture may be learned by the agriculturist, by the labourer of the ground, afterwards, in the same way as ulterior education will be acquired by a professional man; but all should be engaged during the elementary period in the same studies, and they will come to their agricultural pursuits afterwards with infinitely more intelligence and effect, than if these had disturbed and distracted their elementary studies.

3006. Constituted as society now is, do you think it possible, inasmuch as subsistence is necessary for the physical maintenance of mankind, to carry this system of education into immediate effect?—It will be done by degrees; I am now speaking of what I consider to be the best system of elementary education. It is not expected that it will be at once perfectly adapted to the present state of society, but it will itself immensely improve the state of society.

3007. Is this system of education adapted to the state of society as you find it, or do you propose to establish a new state of society in order to introduce this system?—I expect that the state of society will be very much improved by this very education. The present state of society is extremely defective.

3008. How do you propose to establish a new state of society by this education, if this new state of society must previously exist before it can be introduced?—We are dealing with the young, with the infant and with the period immediately after that age. I have suggested the machinery by which we should get that class of society within the range of our instructions, and we should then begin to operate upon it. The ripe fruit will no doubt be reaped by a distant age; come, however, it will if the Legislature of the present do their duty; but every stage of the progress will be an improvement in the condition of society.

3009. Would not a system of legislation which is not calculated for the present state of society have the effect rather of retarding than advancing education?—No, I do not apprehend that it would.

3010. Why

3010. Why is it not suited to the present state of society?—I see no reason to prevent its introduction. It would produce a state of things different from the present state of society, but I do not say that it may not be introduced; it is introduced in Prussia, in America, and in France.

3011. Do you think that your system could be introduced *instanter* over the entire of the country?—I see nothing to prevent the establishment of an infant school and a juvenile school in every parish at once.

3012. Do you think it would be possible to introduce a regulation that every individual should be obliged to send his children till the age of 14 to some school or other?—I should think it would be possible, by direct or indirect means, to bring that about, in not a very long period of time. It would be attended with difficulty chiefly from the custom of parents making profit of the labour of their children; and this is modified by the distinction of agricultural and manufacturing labour. But I think I stated in a former part of my evidence, that it is but a few hours in the day which is called the school day; the parents may have a large portion of the assistance of their children during the other hours of the day; that four or five hours was the utmost which I looked to as constituting the school day period, and to that extent at least it would be the duty of a paternal government to interfere and enforce attendance.

3013. Supposing a child to be engaged in an operation which required constant attention, and that that child were worked to the amount of an ordinary day's work, do you think the child should be required to bear the additional attention and labour which this system of education would induce?—Certainly not; but it would be a great social evil that any child in the period applicable to early education should be so worked. Abridgment of labour is a blessing to which even the adult labourer may in a better constituted state of society look forward; but assuredly the Legislature ought to take immediate measures for diminishing the labour of the child.

3014. With respect to the mode of communicating instruction; how would you communicate information?—It should be laid down in the form of lessons in the books, and those lessons imparted by the teacher in the most improved way of explanation, exposition, illustration and examination.

3015. On which would you most insist, the study of the pupil or the exposition of the master?—Chiefly on the exposition of the master; the whole study should be in school, so that the child should be at perfect ease and liberty when it went home.

3016. Would you require any study out of the school?—None.

3017. Do you approve of teaching in the open air?—Our climate permits but a very short period when that would be safe. I should always wish to see the children when out of doors in active exercise.

3018. Are you aware that it has been applied in a climate quite as rude as ours to very great advantage, and that in Switzerland most of the lessons, particularly in the summer months, are given in the open air?—Yes; and in Scotland, in the days of the Covenanters, they used to hear sermons upon the hill-side.

3019. Do you know of any other schools where the courses of instruction are pursued of which you have given an outline to the Committee?—Yes, a number of institutions, where the education I have now stated is applied to a greater or less extent. I have stated that it is best applied in the English department of the High School of Glasgow. I have mentioned Dr. Reid's pupils in practical chemistry, and those of both sexes, under the age of 15, who learn much more easily than boys of the same age learn Latin and Greek. The English department of Mr. Cunningham's Academy in Hill-street, Edinburgh, is, I think, very far advanced, though not yet so far as that of Glasgow; but it is every day improving, and would be much more improved but for the prejudices parents still have in favour of the dead languages. These last are taught in the same academy, but under different masters, as they are also in the High School of Glasgow. There is an enlightened, energetic principle of advance in Mr. Cunningham's seminary, which promises everything that can be wished. The Edinburgh Circus-place School carries to a considerable extent, for the pupils are younger, the same instruction. In the seminary of Mr. Chalmers, the brother of Dr. Chalmers, at Merchiston Castle, near Edinburgh, and of Mr. Dun, of the Lancasterian School, a considerable portion of what I have now described is applied. Mr. Milne, of the infant school, to the extent of infant training, fully acts upon the principles that I have endeavoured to lay down. The Military and Naval Academy of Edinburgh is far advanced, although that seminary has no proper English depart-

James Simpson, Esq.

6 August 1835.

ment; and there are in Edinburgh several institutions for young ladies, upon the model of the first in Great Stuart-street, where the education is very complete; Dr. Reid teaches chemistry to the last-mentioned seminary. In England, Dr. Mayo, of Cheam; Messrs. Hill, at Hazlewood, near Birmingham, and Bruce Castle, Tottenham; Mr. Bruce, Newcastle-on-Tyne; Mr. Morgan's establishment, under Mr. Emerton, at Hanwell, Middlesex, which I have also visited, and of which I very highly approve.

3020. Have you visited all these establishments?—Not all of them; I have not visited Bruce Castle; the establishment at Colebrooke House, Islington, under the Reverend Mr. Simpson; a school attached to the Mechanics' Institution of Liverpool (of which the foundation of a new building was lately laid by Lord Brougham), under Mr. Landers, whom I was in some degree instrumental in sending from Edinburgh for that establishment. In the school attached to the London University, in the English department, there is much of the same mode of training, chiefly introduced by Professor Malden. The Messrs. Clark, of Bath. In Ireland, at Belfast, under Dr. Bryce; and another institution, under Dr. Drummond. And abroad, an excellent institution, under Monsieur Gaggia, in the Fauxbourg de Namur, at Brussels; a beautiful institution, called the Academie d'Orleans, in the department of the Loire and Cher, founded by the Prince de Chimay, and conducted by Monsieur Froussard, called the Prytanée de Menars, and others. The education is of the most excellent kind at Hesse Cassel, in Germany, and in many other places in that country.

3021. Can you hand in the courses of those several schools?—I can give in documents of the courses of some of them. In America is perhaps the most interesting of the whole, the Great Girard College in Philadelphia, founded by a magnificent bequest of M. Girard, a Frenchman, in the United States. Immense funds have been applied to this institution, which is for orphans, to the amount of 1,000. I am in possession of an admirable report upon the subject, itself an educational treatise of the greatest value, by Mr. Lieber, with a report of the committee of management, drawn up by Mr. Richards, late mayor of Philadelphia, where the mode of instruction which I have been endeavouring to lay before the Committee is brought out in its principles and practice with much beauty and effect. It is the intention of the directors of this magnificent establishment to spare no pains to render it the most perfect educational seminary known in the world. They are getting information from all quarters, and they are sparing no expense to render it complete up to the full light of the age. If the Committee will permit me, I will hand in Mr. Lieber's constitution and plan of education for the Girard College for Orphans, with an introductory report laid before the board of trustees. Also a report of the committee on moral and religious instruction and discipline, read at a stated meeting of the board of trustees of the Girard College for Orphans, 4th September 1833, by B. W. Richards, late mayor of Philadelphia, the chairman. I also beg leave to hand in a "Résumé du Plan d'Education de Prytanée de Menars," which I have alluded to in my previous evidence, and which, when in Paris last October, I received from one of the directors. Also the plan of instruction at the seminary of Monsieur Gaggia, already alluded to. Also a report of the studies prosecuting in the Edinburgh Institution for Languages, Mathematics, &c. submitted to the parents of the pupils, by Robert Cunningham, A. M., July 1835; that is the Hill-street Academy. Also a synopsis of the course of instruction, by lectures, on English education, by Mr. Dorsey. I will deliver in also the rules of a society for primary and popular instruction at Brussels; a plan of the education pursued at the academy at Hanwell, to which I have alluded; the course of study at Colebrooke-house Academy, Islington; a plan of the examination of the Model Infant School at Edinburgh on the 23d of December 1834.

[*The Witness delivered in the same.—Vide Appendix.*]

3022. In most of those is not drawing taught as an essential of education?—It is.

3023. Would you make it an indispensable portion of juvenile education?—I certainly should, because it is so easy and so agreeable, as well as beneficial.

3024. What are the advantages to be derived from making it universal?—I think it a great advantage that everybody should be able to sketch objects before them, to make themselves intelligible even in common conversation; and

and it may be useful to them as mechanics, engineers, soldiers, and in many situations. *James Simpson*, Esq. 6 August 1835.

3025. Do you think the general introduction of it into schools would be attended with difficulty?—I should say, certainly not.

3026. Would you make music also an integral part of education universally?—In the infant schools it is universal; I would give vocal music, and give it as much as possible scientifically.

3027. Do you suppose that such instruction would be attended with much difficulty?—Not at all. Singing is most beneficially now taught in large classes, after the Parisian method. This is very successfully done by Mr. Finlay Dunn, in the Ladies' Academy, in Great Stuart-street, Edinburgh, above-mentioned.

3028. Would you require that the teacher should be able to sing?—It would be very desirable that he should; but it would narrow your chance of teachers if you required that qualification.

3029. Would you require the teaching of instrumental music?—Certainly not, in the elementary school.

3030. Would you consider it an additional advantage in a juvenile school that at least a certain portion of the pupils, if so inclined, should apply to the study of instrumental music?—Certainly, but not in the school; I should not interrupt the pursuits of the school by it.

3031. Do you know any instances in Scotland where instrumental music has been introduced with advantage?—I am not aware of any in schools, except ladies' schools.

3032. Would not all this be over-educating the lower classes of the people, and do you not apprehend danger on that account?—Over-educating has not yet been tried; besides, the fear is an ignorant, and I should say, a selfish one. Reading, writing, and accounting are very imperfectly attained, even by the small portion who get these. It is not pretended that ignorance has any effect in reconciling to labour, or rendering the humbler classes contented; on the contrary, much indisposition to labour exists; much discontent, much excitability and turbulence, and most among the ignorant. The agitators know this well; they are the secret enemies of education, and it must be conceded the most rational enemies of it for their own ends. By education the character will be elevated. I do not approve of the term over-educating. I should wish to render the great body of the people intelligent, honest, and merciful; to introduce them, on the one hand, to their own constitution in mind and body, and the relation of both to external objects in creation; and to ingraft on that knowledge every-day practically-working ethics for the poorest, in which he will see the true foundations of happiness in practical morality and honest labour. An intelligent population will be a laborious population; they will know how the goods of life are divided, and they will consider that labour well regulated is not an evil; they will labour unseduced by sensuality, aware of the miseries of drunkenness, seeking pleasure at higher sources, and alike proof against the demagogue, the fanatic and the quack. It is ignorance puts man above labour; in other words, renders him idle, sensual, profligate, discontented, excitable, turbulent, dangerous, ferocious, and criminal.

Veneris, 7° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

James Simpson, Esq. called in; and further Examined.

3033. UNDER the voluntary subscription system, it is an opinion entertained by some, that when we cease to subscribe to schools, we cease to take any interest in their superintendence; do you agree in that opinion?—I believe I answered that question before, but can now repeat that the opinion alluded to is not borne out by the fact; for if it were a sound opinion, we should find that all schools supported by voluntary contribution should have the benefit of the most zealous attention and superintendence of the voluntary contributors. But the reverse, to a most striking degree, has been my experience; it is a most difficult thing in the schools *James Simpson*, Esq. 7 August 1835.

James Simpson, Esq.
7 August 1835.

we have in Edinburgh to get even the directors, who have pledged themselves by accepting the office to superintend, to attend even in rotation. With regard to the ordinary subscribers, we seldom see their faces. But under the directive system now proposed there would be provision for a much better and more effective superintendence of schools than anything we have hitherto known.

3034. In exciting the activity and exertions of the pupil, what are the means you would use; do you recommend the principle of reward and punishment should be applied to any great extent?—Looking to the principles upon which I found a proper system of moral as well as intellectual education, I see that rewards and punishments address themselves to inferior and selfish feelings, and have a tendency to produce very injurious effects; that they become positive institutions for encouraging and increasing those very selfish feelings which it is the paramount object of a proper system of moral training to moderate, regulate, and repress.

3035. Would you apply the same remark to emulation?—I conceive that emulation, although it is currently called generous, cannot be generous; if there is generosity, it is over and above. Emulation is selfish, and can only be so; and, in a generous mind, what has been taken for the generosity of emulation, is a generosity that survives in a few, a very few, amiable minds, is independent of the emulation, and exists, not because of the emulation, but in spite of it.

3036. Is it not part of the philosophy upon which your system is founded, that you are to take man with the qualities he possesses, and to work upon those qualities?—No doubt of it.

3037. Now, inasmuch as emulation and the desire of reward and fear of punishment are amongst the strongest impulses of human nature, how can you altogether exclude them from your view?—It is one thing to exclude them from view, but it is another positively to institute for them; they will operate powerfully enough without our aid, nay, in spite of us; but we should not make it part of our system to have positive means by which those selfish feelings should be actually encouraged. There are, as there must be, in the world, enough of means to gratify legitimately a love of good opinion and a proper ambition, without actually instituting, as a part of the system of education, a machinery for the purpose of keeping them in a state of permanent and almost exclusive activity; for it results that in all schools and in all colleges, where prizes are hung up, the prizes are the great objects of desire, and the education, the light, and the knowledge, are considered as mere means by which those prizes, those distinctions, and those elevations and superiorities, can be obtained. Therefore I should not legislate for the increase of these feelings; I should not institute for them; I should *at least* let them alone, for they are sure to be strong enough in life, do what you will. I say *at least*, for the first principle of proper moral training is the regulation of every selfish feeling; so that our institutions ought all to be in precisely the contrary direction.

3038. The human mind always acting under the impulse of some strong motive or passion, what other stimulant would you substitute?—It is a truth observed, in the philosophy of mind which I have submitted to the Committee, that the different faculties which the Creator has bestowed have all pleasure in their own exercise; a pleasure which is not known to educationists who have confined their views to the exercise of one, or a very few of them. Now a sound system of education will exercise, and I have seen it exercise, all the faculties, and there is pleasure, intense pleasure, in that exercise; and we find, practically, to begin with the infant school of Edinburgh, that the happiness of the children is kept up, and their exertions and zeal maintained, although reward and punishment, at least reward, is unknown; for I think reward much more injurious than punishment in its tendency. Reward and emulation are there utterly unknown; and when I say all this, I do not speak of it as an ideal theory, I have seen it in satisfactory operation.

3039. Would you extend the same remark to rewards where the rewards were not made a proof of merely comparative, but of positive, advancement; where it was not an object of competition as between boy and boy, but where it was made a proof of the positive advancement of the individual himself?—If it could be so managed that it should not appear in the eye of the pupil as an ultimate end, for the attainment of which his intellectual and moral exertions are looked upon by him only to be the means, I should have no objection to it; but there is so much danger of that unfavourable result, and that result is so subversive of all your purposes of moral improvement, that I should have great hesitation in giving a decided opinion for anything like positive reward at all.

3040. Would not the strictness with which you hold this doctrine, lead almost

to the inference of the inefficacy, or the actual mischievous consequences of the doctrine of future rewards and punishments; you contending as you do that it ought to be taught that virtue is its own reward, and vice its own punishment?—Punishment, by which I mean suffering, is inseparable from vice, both here and hereafter. Both are in the hands of God, and expressly reserved by him, when he says, "I will repay." Were I under examination on criminal legislation, I should doubt both the expediency and the right of man's *inflicting* punishment at all, or anything beyond restraint and reformation. But I think that, if I have read aright, it is a perversion of Scripture to address reward to our selfish feelings; it is a degradation of religion, and has led to very great evils. I have humbly read in that Book, and in the works of divines of high authority, that our future reward is a perfected character, into which it were a solecism to conceive selfishness entering; and that in that character, in that high and, to us, yet inconceivable increase of the power and activity of our moral and intellectual nature, consists the Heaven which we are told is "within us." The character is the reward; and it involves a glaring contradiction to offer that reward to selfishness.

3041. You state that you conceive there would be some difficulty in obtaining a fair criterion for judging of the positive improvement of the pupil; might he not be called upon, at stated periods, to make a comparison himself between the intellectual and the moral state in which he was, and the intellectual and the moral state in which he stood at the period of making this inquiry?—Nothing could be more salutary than an arrangement by which the pupil should at stated periods compare himself with himself, but not with his fellows.

3042. Would not this furnish the means of ascertaining his positive improvement?—No doubt of it.

3043. Could not this be attained by a regular gradation of studies and moral exercises, his advancement in which should be ascertained at stated periods?—I think it might.

3044. Would you apprehend any evil result to the mind from this?—No; because I see nothing in it which at all calls into a greater degree of activity than is beneficial the selfish feelings.

3045. Where a number of pupils were engaged in making these comparisons, would it not necessarily follow that there would be a comparison between the several pupils amongst themselves of their greater or less approximation to the point which was held up to their view?—There would, and to a beneficial end, for there would be no prizes depending upon it; it would be a necessary consequence, and it might be a beneficial one.

3046. Are you aware of the system of merit-tickets, as pursued at Bruce Castle, they form, as it were, the currency of the school. They are obtained either by sacrifices of personal convenience, or by exertions of an intellectual or moral kind; and when they amount to a certain sum are employed for the purpose of purchasing holidays or other gratifications, either for the pupil himself, or, more generously, for his friends; do you approve of this system?—I should say it would be so doubtful whether they would be used for a moral or for a selfish purpose, and they seem in their own nature to be so very roundabout a method of distinguishing merit, that I confess I should not be disposed to fall in love with them. It has been suggested in the question, that they may be used generously, but they may be also used selfishly, and I fear that, upon the theory of mind upon which I have been all along proceeding, the propensity to accumulate property, which is one of the strongest impulses in society, and which requires a strong and a very powerful moderating appliance, would be encouraged by it; and that those who had a tendency to accumulate would look upon this as a mode of making money, and the chance would be very much against its being used for a generous purpose.

3047. Is not the disposition to accumulate one of the most valuable principles by which society is governed?—Regulated by the moral sentiments and intellect, it is a very valuable principle, and without it society could not exist, for there would be no capital; we should live from hand to mouth like the inferior animals; but it is a disposition tending to such enormous abuse, that nine-tenths of our laws are directed against it.

3048. Is it not in this instance to a great degree restricted by the conviction that reward follows exertion, and that there is a principle of order and justice implied in this very circumstance?—That is very true; but not only on the principles which I have laid before the Committee, but from my own experience in more than one

James Simpson, Esq.
7 August 1835.

of the schools of Edinburgh in which I take an interest, I have found no necessity for any such machinery; but a proper appeal to the generous feelings, and a systematic regulation of the ungenerous, with a due supply of their appropriate food to all the intellectual faculties, render it altogether superfluous.

3049. You altogether deprecate, then, the taking of places in schools?—Most unquestionably; I have seen it produce, even in the minds of amiable children, the worst consequences. I have seen it produce extreme ill-will, and lead to quarrels and even blows. There is something so unseemly in the immediate glorification of self, and the degradation to my fellow, when I take his place, that it is perhaps in schools the worst application of the selfish stimulus.

3050. Do not the faculties of children appear in some degree latent till excited by stimulants, such as fear in some, and emulation in others; if you were to take away the stimulant of emulation, do you think that the abstract theory of the connexion between happiness and virtue would be a sufficient stimulus to the youthful mind?—Certainly not in its abstract, but assuredly in its concrete practical form. The Creator would in vain have attached delight to the exercise of the moral feelings, and of the intellectual faculties of man, if what the question refers to might not be realized, and it *has* been realized.

3051. Could you instil that feeling into the human mind so as to act as a stimulus?—It is unnecessary to instil it, for it is there already; but we shall draw it out by exercising early the better feelings in the little community of the infant school, where it ought to begin.

3052. Do you think that habit of itself produces such pleasure in the recurrence of any act, that it, if applied at an early period of life, would almost obviate the necessity of any strong stimulant hereafter?—I have observed frequently, and I have requested the teacher of the infant school to observe, the operation of the exercise of the higher moral feelings, and also the intellectual faculties, in the happiness of the children; and my own observation, coupled with a still more minute observation by him, has been, that it is real happiness, and greater happiness than the children could enjoy by the encouragement of any of the selfish feelings. The zealous resort to school, and the regret of the children when detained at home, is a powerful illustration of this fact.

3053. You have objected to the taking of places; would the same objection extend to periodical examinations determining rank in a school?—They are all mischievous, and the periodical exhibitions of schools have an obvious purpose *ad captandum*, to bring the public together, rather than to benefit the children. We have yielded to the exhibition system with the infant school, merely to draw public attention and obtain support.

3054. Do you disapprove, then, of public exhibitions of children?—I think in so far as they tend to excite ambition and selfish emulation, and to gratify vain display, they are injurious.

3055. Would you in your system probihit the public examination of the students?—For the reasons I have now stated, I should think they are attended with so much more injury than benefit, that in a highly improved system of education I should.

3056. Do you approve of any examination whatever?—Examination for the purpose of ascertaining progress.

3057. Can any examination take place without calling forth the feelings which you deprecate?—I should say in some degree not; we cannot expect perfection, but I should never institute for calling forth the selfish feelings.

3058. Would you exclude from your system the feeling of shame altogether?—No; but I should let it operate so that the offender should punish himself.

3059. Does not every examination imply an active operation of the principle of shame, and therefore of vanity?—We must only do the best we can; we must exercise the higher faculties, and make the pupil aware of his own impulses; and it is one beneficial use of the specific and distinctive analysis which I submitted yesterday, that he shall know the faculties and operations of his own mind, and be enabled to regulate himself. Of examinations, I may say that it is occasional *got up* exhibitions that are mischievous. The best way to examine a school, is to visit it often, when engaged in its ordinary duties.

3060. Do you not require for the introduction of your system a state of society which it requires the operation of your system to produce?—Not for its introduction; I believe I have answered that question before. The system will operate gradually, and much good will be done by it long before it is in full operation. The state of society will be very greatly though gradually improved. I

should look forward to generations before it will come into the state in which every philanthropic mind would wish to see it, and I conceive that the Legislature are now only about to sow the mustard seed that shall afterwards be the great tree that I contemplate. I repeat that we begin with infancy.

3061. Is there not another inconvenience connected with periodical examinations, that being at distant periods, the pupil makes up his mind as it were, or his knowledge for that particular occasion, and requiring thus a strong effort for this particular object, relaxes after that object is attained?—Yes, the stimulus is gone, and we have all felt, that after the day of exhibition our minds get into comparative apathy.

3062. Do you conceive that these sudden jerks of the mind are beneficial to the moral or intellectual system?—Injurious to both.

3063. Do you conceive it possible that society can be conducted without reference to the feelings which you propose to discard in schools, namely, the certainty of reward following successful exertion, and the certainty of shame following the neglect of the duties of our station; do you conceive that civilization can advance without that honourable rivalry which has been the subject of so much praise by all poets up to this day?—Few poets are accurate philosophers, and we have often witnessed among themselves a rivalry which we cannot recognise as generous. It is not possible that society can go on without the operation of the selfish feelings. They inhere in human intercourse. They constitute primitive faculties in man; but they were intended for use, not for abuse; and it is for their regulation, not for their increase, that a system of moral training is intended. There will be a sufficiency of selfish feelings, do what you will, and improve men as much as you may. But when you inculcate, and act practically upon, the controlling power of his moral and intellectual faculties, you do all you can to keep the others in their proper sphere, and to get out of them the benefit of their usefulness, without that excess which is incalculably injurious to society.

3064. You said in a former part of your evidence, that you considered rewards more injurious than punishments; on what grounds do you hold that opinion?—They excite a more permanent and dangerous kind of selfishness. The fear of punishment begins and ends in the individual, and degrades his own character only. The desire of reward, and especially elevation above our fellows, tends to act injuriously upon society, inasmuch as it does not terminate in our own feelings, but operates powerfully and injuriously on the feelings of others. The inveterate selfishness of society is more in the struggle for gain and distinction than in the fear of evil. The fear of that degree of punishment which is, or ought ever to be inflicted in schools, is a matter that has a more passing and limited operation; but punishment is base, and will never elevate the character.

3065. Would you allow corporal punishment in the elementary schools?—No; I think it very inexpedient.

3066. Does not Mr. Wood, of the Sessional School of Edinburgh, approve of it?—I have had discussions with Mr. Wood upon school rewards and punishments, and our opinions are on this point very different in principle. Mr. Wood acts on the old notions of generous emulation and a salutary dread of punishment. These, with deference to him, I hold to be specious fallacies, arising out of an imperfect philosophy of mind, and of the nature, combination and direction of the human faculties.

3067. You are perhaps aware that in the system at Hofwyl it has been found necessary to apply corporal punishment to young pupils after having tried for a long period other motives, but in proportion as they grew up they have been disused; how do you account for that?—In the Wilderspin plan of infant training he does allow a sort of form of corporal punishment; but he says he never inflicts pain by it; it is a pat on the hand. After a solemn trial by his peers, the convict receives this little pat as a form, so that he "considèrs himself chastised," to borrow a phrase from the code of honour. It is in fact an appeal to shame; nothing more than a sign. The actual infliction of pain I should be sorry to see introduced in schools.

3068. What is your opinion of giving tasks for neglect of study?—I conceive that to be an ignorant absurdity; it is injurious in the highest degree, as the positive institution of a system which shall do away all the feeling of pleasure which I wish to associate with study itself.

3069. Is not its necessary tendency to make such studies distasteful to the learner?—Certainly.

James Simpson, Esq.

7 August 1835.

—Certainly. In some schools learning large portions of Scripture is made a punishment. I think this is quite horrible.

3070. Has it practically had the effect of revolting many young minds from the study of Scripture?—No doubt it has; the Sermon on the Mount itself, given as a punishment, would be distasteful; it is matter of amazement that grown men and women could ever sanction such a practice.

3071. Do you recommend public admonition in schools for faults?—I see no objection to that, if it is judiciously done.

3072. Does not that bring into operation the fear of shame?—True, it may have disadvantages; it is safer to avoid all those appeals to inferior feelings if possible.

3073. What are your ideas with respect to the possession of property by children, employed, for instance, as stimulants to exertion?—I do not like it; it is an appeal to selfishness, and I think you will gain the same end, as it is important that you should always do, by the exercise of higher feelings.

3074. You would never appeal to a lower feeling, though it may be more efficient in its operation, when you can appeal to a higher?—Certainly not; because the abuse of the lower feelings is the great bane of society; they are more powerful than the higher; they tend much more to abuse; and their abuse is another word for the various vices and crimes that so much prevail.

3075. Do you think that the difficulty of operating upon those higher feelings arises chiefly from vicious dispositions in the characters of children, or from the great neglect with which they have been treated at an early period of life?—From the entire neglect which, till the institution of infant schools on the Wilderspin plan, has been shown to the proper training of children, and from the profound ignorance which prevails respecting the distinctive impulses of the human mind. What the Honourable Member has called the vicious dispositions of children, is another word for the abuse of the animal faculties, which in their right use are proper and necessary, and the abuse of which is prevented by proper moral training.

3076. You think that, in order to facilitate the application of these higher principles of action to juvenile schools, and to all the higher branches of education, it would be essential that infant schools should be established, or a course of infant training generally applied in any good system of national education?—I hold that without a well-arranged system of infant education, guarded always, as I have stated in a former part of my evidence, practical moral training will be found to be morally impossible.

3077. You say that you would not allow any strong sense of the love of property to be inculcated in the education of children. Put a case practically, of one child having stolen or violently taken another's top, what motive would you bring to bear in reprimanding the child?—Here, as in every other case supposed, an appeal to principle furnishes a safe and easy solution. I should never think of correcting the criminal act of that child by increasing his own love of property. I should appeal to the higher feeling, also in his nature, of the sense of justice. In the offence which he has committed he has abused the animal propensity to acquire and possess, and thereby outraged the moral sentiment of justice; it is to this last sentiment that I should bring him back; and I would add an appeal to his benevolence to make him regret that he has occasioned suffering, and to his veneration that he has offended his God. He has already evinced a sufficient love of property in the act which he has committed, but he has shown an exceedingly defective sense of justice, benevolence, and veneration, and it would be through these faculties, aided always by his intellect, according to the endowment he has of them, that I should bring him to see and feel that he has committed a crime (for the act is as much a robbery as if committed by a footpad on the highway), and should induce him to avoid the commission of the like again.

3078. Do you not find that different children would be very differently disposed to receive the system which you have recommended, though their previous education, and even parentage, may be the same?—Most certainly; there is great difference, just because there is great difference in the endowment of moral feeling and of animal propensity; and it is the duty of a judicious teacher and moral trainer,—and that is another important use of a precise analysis of mind which shall point out the primitive faculties and show their working singly and in combination,—to observe those differences; and when he finds that one motive will not operate because of the weakness of the particular feeling, he will be able then to apply another.

3079. You have stated in several parts of your evidence that the education of youth

youth must almost entirely depend upon the knowledge and capabilities of the teacher, and you propose for that purpose the establishment of schools for teachers; what is the system you would suggest for the organization and government of these schools?—I should wish to see the *commencement* in one perfectly and philosophically organized Normal school, established in London; for I consider uniformity of education to be so important, that I should wish to see even those, who are to be the teachers of other Normal schools, themselves trained in one great and first Normal school.

3080. Supposing 26,000 teachers to be necessary for the kingdom, would not so large a supply require a very large Normal institution?—In France there are 37,000, and in Prussia there are existing 27,000. This must be met; the teachers must be trained, and must all be trained. You must begin, and I will suppose a great Normal school established in London as the commencement; its first object would be to train those men who should be placed at the head of other Normal schools. The Normal schools must be numerous, but I conceive that it is practicable to train at least 500 or 1,000 or even 2,000 seminants, as they are called in Prussia, in one Normal school. In Dr. Hope's chemistry class, in the University of Edinburgh, there is an average of nearly 500. A clergyman often preaches to 2,000. In studies or attendance on instruction, where all are engaged at the same moment in the same object, there is no limit to numbers but the size of buildings and the range of the human voice. A society has just been formed in Edinburgh to diffuse among the working classes the knowledge necessary to enable them to improve their own condition. It is proposed to excite them by *vivâ voce* lectures, and the society is in quest of a hall or church which will accommodate 2,000 persons.

3081. You have insisted much upon the principle of uniformity; would you upon that principle, exclude courses upon the art of teaching, in the universities?—No; I should be very glad to see in every university an institution for the teaching of what has been called didactics, the art of teaching, which ought to be a fifth faculty in the universities, the other four being literature and the three learned professions.

3082. Would not this course of Didactics in the university be liable to vary considerably from the course pursued in the Normal schools, and thus in some degree detract from the principle which you think so important in Normal education, that it should be as much as possible uniform?—Surely it might have that effect; but as long as an educational board are vigilant, and approved books are used, the uniformity, always consistent with the best quality of education, would have a conservative power and recognisable standard. Although I should be happy to see a chair of didactics in every university, I should by no means wish that that should supersede a very complete system of teaching in Normal schools. The attendance at the universities, I have before said, however encouraged, should be optional; but the attendance at the Normal school must be imperative, and the certificate of qualification should have relation to the attendance and the proficiency in the Normal school. I should wish to see the Normal school rendered so perfect, that its conductor should be at once a professor of didactics, and at the same time a practical teacher of a school.

3083. What is your idea of the mechanical arrangement of a Normal school?—The mechanical view I have is, that there should be a hall of sufficient size to allow the teaching of a school of young pupils on its floor, with ascending seats all round as in a lecture theatre, upon which the seminants would sit, with their note-books in their hands, minutely observing the mode of teaching and training, and occasionally descending in rotation to the floor, to assist in the teaching, and to perform philosophical experiments. The seminants should, as I have formerly said, have the benefit of prelections by their teacher at separate hours, to be applied practically in the school, which should be a school of young pupils, and not in itself a school of seminants.

3084. Do you think it practicable to render Normal schools, upon such a plan, a perfect instrument for the training of teachers?—I should conceive it to be quite practicable. I do not hold that all the knowledge that they are to derive, all the knowledge that they ever shall possess, is to be attained there; but that the power and the means of teaching elementary schools shall be fully developed and practically applied in such institutions; and I conceive their existence to be perfectly consistent with the existence of didactic chairs in the university. Those chairs themselves would have the effect of obviating one evil, which has been more than once alluded to in the course of these examinations, the stationary, exclusive and contracted

James Simpson, Esq.

7 August 1835.

character, which might possibly (though I cannot say that I fear such a result) be the consequence of there being only Normal schools, and not didactic chairs in the universities.

3085. Would not those students that were confined to the Normal school be affected by that exclusive system, notwithstanding the existence of such chairs in the universities, inasmuch as they would study by themselves in the Normal school, though not so at the university?—It is true that they might, but the qualification which is to be derived from the Normal school, and for which I should look exclusively to the Normal school, is the qualification to teach an elementary school; and education being there regulated by proper books, and under the inspection of the board, and being therefore uniform in all schools, I do not see that there would be any danger of contraction that would have any serious effects. There would remain, in the wish of the master to better his own condition by promotion, which would depend upon his higher qualification, sufficient inducement to improve himself by attending the course of didactics, and by also attending the other courses in the university.

3086. Would you make any of the courses of the university subsidiary to the course of Didactics?—I think they might very advantageously be subsidiary; but, as I have frequently said, I should not make them imperative.

3087. If not imperative, and if a different system were taught in the universities, what benefit would arise from the attendance upon the university; the person who had studied in the university a course of Didactics might not be qualified for the examination you would require from the seminants in the Normal schools?—I should be more confident that the kind of training which would fit a person for the practical care of an elementary school would be attained in the Normal school; and although, perhaps, a higher kind of accomplishment might be reaped by attendance in the university, I should not have the same confidence that the qualification of practically teaching an elementary school would be there attained.

3088. Would not there be a considerable advantage, independent of the formation of teachers, derived from lectures on education in universities, would it not give an opportunity of attendance to the various classes of the community not destined for teachers, but more or less in connexion with teaching?—Yes; at the same time, there might be danger to the future teacher of distraction and desultory study, which, I think, would be quite obviated by the precise teaching of the Normal school.

3089. It has been observed in some of the Normal schools upon the Continent, that the exclusiveness, which seems inherent in them, has given a peculiar and special character to the education, which has been found to have acted prejudicially on the discharge of their subsequent professional duties?—I could not speak to that without knowing the quality of the education obtained in these Normal schools; but I should conceive that a properly-conducted education in Normal schools would render the teacher, who is taught in a Normal school, fit for life and its duties, and qualified to fulfil the conditions of happiness and of prosperity, and, through him, the pupil who shall afterwards be trained in the elementary school; and it would depend entirely upon the nature of that education whether or not the evil now alluded to would result. I should think the education might be so arranged that there would be no risk of such an evil.

3090. In order to induce teachers to go through a course of Normal education, it would of course be necessary that the salaries of the profession were high, and of such a nature as fully to remunerate them; do you think that, if a fair provision were made in that particular, little apprehension need be entertained that the extensive Normal institution which you contemplate would not be filled?—I cannot doubt, that if the nation planted schools in every parish, and endowed them so as to make them an object of fair and honourable desire, and suited to the character of a learned profession, those schools would be filled as a means of livelihood, without any risk of failure.

3091. Would you ascribe the small number of teachers who apply themselves at present to the study of Didactics to the want of sufficient emolument in the profession?—There are very few at present pursuing a course of self-qualification upon anything like enlightened didactical principles; and certainly, not only the poor remuneration, but the degraded *status*, which are associated with a schoolmaster, as things now are,—and which really are not inappropriately attached, considering the very moderate standard of qualification which the general profession exhibits,—oppose a great bar to exertion.

3092. Is this statement derived from your personal experience?—Every one must observe it.

3093. Is it the case, even in Scotland, that the great body of the schoolmasters are inferior to the present wants of society?—The great body of them are; there are superior men in the great towns, and these are well rewarded; but the great bulk of the teachers are inferior, and certainly considered an humble class in society.

3094. Is not the remuneration of schoolmasters supposed, however, to be adequate?—Only according to their present qualifications.

3095. Would you establish Normal schools for females as well as for males?—Females may have the benefit of the Normal schools who are to be the assistant teachers of schools; but I think I stated, in a former part of my evidence, that I should wish to see every school under a male teacher. In the Lancasterian school of Edinburgh the difference between the teaching of the boys by a male and the females by a female is most striking, and must lead to a change from that separate tuition.

3096. Would you think it right that the wants of private education should be consulted by giving governesses destined for families such an education as might render them capable of conducting those who might prefer private education to public?—It would be very important that that advantage should be open to them.

3097. How far, and at what age, do you contemplate that such private education should be permitted, and by what rules would you regulate such education?—It is extremely difficult to draw that line; for I held in the outset that there was no aristocracy in education, and that up to the age of 14 it would be desirable to see all classes educated under the same master, and under the same roof. I think in the former part of my evidence I did allow for a certain latitude of free teaching, always conditioning that the teacher should have obtained a licence to teach, which should be evidence of his having had the benefit of Normal instruction. After that there should be freedom, and there would be less difference between educating in private schools and educating in private families.

3098. Then you, who have studied the theory and the practice of education so deeply, would exclude yourself from the power of educating your own children up to a certain period, though you might know that the person to whom you were obliged to send them was much inferior to yourself, supposing that you had not yourself got those testimonials which you require for a teacher?—During the elementary period, and particularly during the infant period, the element of numbers is essential, at least to proper moral training, and I should hold, that however high the qualifications of an individual may be, the private education of his own children would be a very inferior moral training to what they would obtain by being sent to the schools, where numbers are to be found. I hold that there is no moral training without numbers.

3099. After the age of 14, when education begins to separate into different branches, would you allow private education for females?—Certainly, and it ought to be private.

3100. In that case, where parents are so circumstanced that they could not attend as minutely as they ought to the education of their daughters, would you advise the introduction of governesses as the instruments of education in private families?—Yes; I should be disposed to leave it entirely free after 14.

3101. It would therefore be of great importance that there was a class of governesses who could be selected for families without any apprehension of danger to the moral welfare or the intellectual progress of their children?—That would be very desirable.

3102. Which do you consider the most important to a person, the education received previous to 14, or the education received subsequent to 14?—Previous, beyond all comparison.

3103. Do you think that after 14 the individual in a great degree educates himself?—Yes; after that age there are motives operating sufficient to that end.

3104. Is it not subsequent to 14 that real education commences practically, illustrating the advantages of previously received theory by the circumstances of life?—It is a mistake to characterize a proper education previous to 14 theoretical; it is eminently practical and preparative for active life. It is true that in the present defective state of education, previous to 14, being limited in the lower classes to reading and writing, and in the middle and upper classes to the dead

James Simpson, Esq.
7 August 1835.

languages, the education is unpractical, the mind is seriously injured, the habits have become listless, and application afterwards is often extremely difficult and requires very strong motives.

3105. Are there not many passions and feelings having great influence upon the well-being of society which arise after 14?—None, except the appetite of sex; all other passions are in operation as much at two years of age, as they are afterwards.

3106. Can the laws by which society is held together be as well inculcated on a child under 14, whose every want is supplied to him by his parents, and who has no cause for transgressing the laws?—Quite as well; for without the actual want of the necessaries of life, there are objects of desire, which in the youngest minds rouse the animal feelings into activity, and which require the repressive hand of the instructor and moral trainer; and it is quite as much in the power of the instructor to exercise the regulating moral powers before 14 as after it.

3107. At what age would you propose that the seminants in the Normal schools should commence their education?—The desirable age would be about 16, having previously themselves passed through the elementary schools, when these schools shall exist. In the outset of the Normal schools I should propose that they should be older, so that they would be enabled to proceed to take charge of schools more immediately; they should be admitted at 18 or 20 into the first Normal schools.

3108. Would you think it a good arrangement that the monitors from schools should occasionally be drafted off and receive Normal instruction, in proportion as they evinced talent for education?—Certainly, provided they choose; every encouragement should be given to talent and moral worth in the elementary schools, to choose the profession of teachers, and go to the Normal schools.

3109. Would not the system of the monitors being drafted, according to their talents, from the juvenile schools to Normal schools, act as a system of rewards, a system you have already deprecated?—They would be offered the situations not as rewards to themselves, but because the situations demand the best qualified. From the necessity and importance of that mode of proceeding, from the nature of things there can be no objection to it; there is nothing in human affairs unmingled with, or which may not be perverted to evil, in the imperfect state in which we are, but we must take the good with as little of the evil as we can.

3110. You spoke of bursaries in a former part of your evidence as forming a portion of your Normal system; might not these also be considered in the same light as the drafting off monitors from particular schools?—No doubt they might, and they are not unaccompanied by evil; but I think that, under the checks of a system of good moral training, the system would have as small a portion of evil as, from its nature, could arise.

3111. Would you allow individuals to found these bursaries to any extent that they might think proper?—Yes; I should not dread their excess.

3112. Have you drawn up any system for the general regulation of Normal schools?—I have made a very humble attempt to draw up a plan of a Model Normal school, which I will hand in.

[*The Witness delivered in the same.—Vide* Appendix.]

3113. Would you require that the students of Normal schools should board and reside in the institution, or attend the lectures at stated periods, residing in the town?—I am a very decided enemy to all monastic institutions, to all assemblages of either sex within walls; they are invariably attended with mischief, and I should much rather they should live in the town, and attend the school during the day.

3114. Admitting the general justice of that observation, would you not make some exception to these views in the case of Normal schools, by allowing the seminants to board at least within the walls of the institution?—I would much rather see them mingling in the society of the place than living within the walls.

3115. Would you recommend that as one means of obviating that exclusiveness which is now apprehended as the necessary result of a Normal establishment?—It would have that effect.

3116. Do you think that the well-educated and well-trained monitors in the best of the present schools would at the commencement supply the place of properly educated teachers in country schools?—No doubt they would; but they must first study in a Normal school.

3117. Do you think that the monitorial system is liable to considerable abuse?—It

--It may, like other things, be mismanaged and abused; but judiciously and skilfully used, it is a very powerful instrument.

3118. Is it easy to employ it skilfully?—I think it is; I think I have seen it used by methodical and sensible teachers; I have seen it used in a school of 300 or 400 with very great ease.

3119. Your system could not be carried to full development without the aid of the monitorial system?—Certainly not.

3120. Therefore, if the Board which you propose to constitute should be of the same opinion as many other eminent educationists in this and other countries are, that the monitorial system is not good, your system could not be carried into effect?—No doubt if any essential point of the system were objected to by the Board, the system would fall to the ground; but that would not affect my view of the importance of a well-regulated and well-conducted monitorial system, nor any part of the evidence I have given.

3121-22. Is it asserted in Germany that the monitorial system has worked injuriously to the intellectual and moral development of the pupil, that it has in many cases degenerated to a mere mechanical operation, and that the general feeling of German educationists is to banish it altogether from schools, and to adopt in preference the individual system, for which purpose they have limited the schools sometimes to so small a number as 40 or 50 pupils?—I am not aware of that; but in my own experience of the working of the monitorial system in this country I have never seen nor heard of that objection. I am disposed to think there is some error in the mode of application where the monitorial system has run into that abuse, and that under a proper system, commencing in the Normal schools, and carried on by properly qualified teachers, the Monitorial system, and, what I yesterday endeavoured to explain, the Incidental system, not only would not produce this effect, but would liberate the hands and the attention of the general teacher, and enable him to make more minute inspection into the different dispositions and qualities of his pupils, than if he were engaged in teaching them himself *en masse*; and that it entirely depends upon the way in which the monitorial system shall be applied, whether it shall have the bad effects which it is stated to be supposed to have in Germany, or the very beneficial effects which in the Lancasterian school of Mr. Dun, in Edinburgh, in the Infant school there, and in other schools, it is known to have; and I believe that a very eminent educationist, Professor Pillans, holds the monitorial system as a most essential instrument of education.

3123. For that purpose, however, the monitor must be trained not only to the mechanical operations of the school, but to the means of developing the intellectual faculties and moral qualities of the pupils?—Yes; and this, to the necessary degree, is quite practicable.

3124. Would not the perfection of the monitorial system supersede the necessity of Normal schools?—Certainly not, for it must itself be guided by a teacher who has been there trained.

3125. Unless there is a very rapid transition of monitors in the school, has it not rather a tendency to retard the progress of the boys who are selected as monitors?—No, I should not hold that it has; for the monitors have the double advantage of their own particular training, and the exercise of it in training others; the monitors are generally found to be the most advanced and forward pupils in the school.

3126. Is not the time that they give to teaching others so much taken away from their own instruction?—True; but that is compensated by the stronger impression the matter makes upon their own memory; and their being the best instructed proves it.

3127. Up to a certain point it is obvious that the practice of monitorial teaching would be beneficial; but supposing it to be continued for any considerable time would not that beneficial effect cease?—The monitor has his own special instruction over and above; the monitors generally remain after the school is dismissed, for further instruction sufficient for the next day, they being selected from their being the most apt; they gain their instruction and are kept in advance of the school rather than behind it, and necessarily must be so.

3128. What inducement do you hold out to boys to qualify themselves to become monitors?—None; and therefore it is difficult sometimes to obtain monitors. I know that Mr. Wilderspin complained that he found it difficult to obtain monitors, but Mr. Milne, of the Edinburgh infant school, finds no difficulty in con-

James Simpson, Esq. 7 August 1835.

sequence of frequently changing them. The monitors volunteer for a short time, and he has generally more offers than are accepted.

3129. If additional labour were required from the monitors, do you not think that it could scarcely be expected from the generality of even clever boys?—Certainly, if the labour is very considerable, which it is not.

3130. Would not that be a drawback in any system which depended upon a supply of a sufficient number of monitors?—Certainly it would if the office were laborious; but it is not laborious, and I should be exceedingly unwilling to hold out any selfish or inferior motive to obtain monitors, such as paying them.

3131. Are not frequent objections made at present by parents, in schools where the monitorial system is in action, to a teacher employing their children as monitors?—I have not heard of that; I have rather seen the parents proud of the distinction attached to the office. But of this I have heard, that when the monitorial system was first introduced it was very common for parents to feel indignant at the notion of their little neighbour Jack or Jamie instructing their child; but that error has very much given way to the results.

3132. Might not a tendency be apprehended on the part of the teacher, when he found that he had a clever boy as a monitor, to keep him in that position rather than try to advance him to higher studies?—The teacher would always wish to have the ablest assistant that he can; but it has not been found that it practically results in doing any injustice to the education of the monitors.

3133. You would then combine the Monitorial and the Normal system, in order to carry into full effect a proper system of teaching in the country?—The monitorial system should be seen in practice by the seminants, during their instruction at the Normal school.

3134. If the seminants were drawn from the juvenile schools, and placed in the Normal schools, and occupied there in watching the course of education going on on the floor beneath them, (that being the same course which they themselves have just passed through,) might they not, by their time being thus occupied, be precluded from the power of advancing their own education; and would not, therefore, their own state of education remain in some measure stationary during the time that they so continued in the Normal schools?—To a certain degree that must be true, but I should presume that the part of their education in the Normal schools will be a well-directed reading, at their leisure hours, under the prelections and the instructions of the head of the Normal institution; and having the motive before them of the necessity of their complete accomplishment as teachers, they will embrace and use all opportunities for self-improvement. The question refers to the time when elementary schools have been some years in operation all over the country. The objection does not meet the training of Normal teachers preparatively to the realization of a general system of national education. In after times the time at the Normal schools may perhaps be abridged.

3135. Then you would expect such self-improvement from voluntary exertion, and not as a necessary consequence of the Normal school?—There is motive enough, I think, to ensure its certainty, if the means are offered.

3136. In a former part of your evidence you were understood to state, that you would prohibit the secular elementary teacher from giving instruction in revealed religion, as such?—It is most important to speak guardedly and distinctly here. I have said, in my former evidence, that natural theology inheres in every lesson, and is inseparable from secular education, but I have not the same opinion with regard to revealed theology or Christianity; I do not hold that that does inhere in secular education. No doubt dividing the revealed theology of Christianity into preceptive and doctrinal, and the preceptive considered, as it is by the very high authority of Bishop Butler, as a republication of natural morality, I should admit that, as being identical with natural morality, it might be held to form an inherent part of secular education; but because it is revealed, it is better separated from secular education. Doctrinal Christianity is beyond all doubt a distinct and separate branch of knowledge, as much as geometry or chemistry.

3137. What do you mean by "preceptive Christianity"?—Preceptive Christianity is the morality of Christianity.

3138. In inculcating the precepts of Christianity, would you make use of the sanctions of Christianity to enforce them?—Certainly.

3139. In your preceptive portion of teaching, would you make Christianity, as revealed in the Scriptures, the basis upon which those preceptive lessons were founded?—I should do so; but I should also by another and a separate course

of teaching (and I mean that there should be a teacher for each), impress upon the pupil that the precepts of morality have a natural source as well as the revealed.

3140. In teaching the precepts of Christianity, you have stated you would adopt the sanctions of Christianity to enforce them: will not this require reference to dogma and history; in other words, to doctrinal Christianity?—Certainly; but I do not hold that to be the duty or the province of the secular teacher, and I have proposed a provision for that, so that I should exclude from the secular teacher any interference with the subject, and limit him, when he inculcates morality, to impress upon his pupils natural morality alone, showing them that it has a natural origin in their own constitution, and in the relation of that constitution to external creation.

3141. Before proceeding farther on this important topic of examination, the Committee would wish to put a question, which however they beg you to understand they leave it to your own choice to answer or not, as you please; what are your own religious persuasion and connexion?—So far from hesitating to answer that question, I congratulate myself that it is put, for it gives me an opportunity of declaring that every word of my evidence on this important head is guided and directed by an earnest desire for the progress of genuine practical religion, and that what I propose are my own humble but conscientious views of the *best* mode of attaining that end. My views may differ from those of others, but I claim for my purpose as much respect, at least, as is due to that of the most zealous sectarian in the land. I am a member of the Church of Scotland, a son of that church, for my father was for more than 60 years one of its ministers, 45 of these in the capital.

3142. Would you exclude altogether from the elementary school religious teaching, as based upon Christianity?—Not from the *school*, but with regard to the *secular teacher*; I would secularize secular education wholly, and not partially.

3143. Would you then distinctly prohibit the teacher from any reference, in the course of his lessons, to Christian doctrines or Christian history, as such?—It would be better to do so.

3144. How would you make the provision of which you speak, for the teaching of the Christian religion?—I would, as I have said, secularize secular education wholly, as such, but at the same time make a most perfect provision for education in revealed religion, and this I should do by allotting to every elementary school both secular and religious instruction, but under different teachers and at separate hours. And my reasons for doing so are these: first, secular and religious truth, though from the same God, are distinct in their sources and evidence. I hold it to be unphilosophical to blend them, and confound in the young mind the difference of their source and evidence, because each gains strength from the fact of arising separately, yet meeting in one centre of truth. The benefit of this strong, because double foundation for religion, is lost where revealed religion is appealed to authoritatively, as controlling philosophical or secular truth. This is the opinion of eminent divines and Christian moralists. Melancthon recognises this distinct origin when he says, "Wherefore our decision is this, that these precepts, which learned men have committed to writing, transcribing them from the common reason and common feelings of human nature, are to be accounted as not less divine than those contained in the tables given to Moses; and that it could not be the intention of our Maker to supersede, by a law graven upon stone, that which is written with his own finger on the table of the heart." This view of Melancthon's is confirmed by Cudworth, Adam Smith, Reid, Dugald Stewart and Thomas Brown, and, I may add, Paley. These philosophers all lay down, or assume the same important doctrine. To confound secular and religious knowledge is to injure both. First, secular knowledge is thus injured; it is apt to be limited and controlled, not so much by Scripture, as by the particular interpretations that different sects choose to put upon Scripture, that is, in 70 or 80 different ways, which is about the number of well-distinguished sects in this country, till its own origin in eternal truth is broken down, obscured, and lost. Assuming that all sound philosophy and all true religion must harmonize, there is a manifest advantage in cultivating *each by itself*; till its full dimensions, limits and applications shall be brought clearly to light. We may *then* advantageously compare them, and use the one as a means of elucidating our views of the other.

3145. Have you any examples in support of your statement?—I know schools, with well-meaning but imperfectly-educated directors, where the Bible is the school-book, the only school-book; where a large Bible is selected and placed upon a stand in the middle of the school, impressing, at least leaving the impression

James Simpson, Esq.

7 August 1835.

to take effect, upon the minds of the young, that the Bible is the only book in the world, and addressing to it something almost of an idolatrous respect. In those schools every lesson, however secular, arises out of, and comes back to the Bible; for example, if the lesson should be the natural history of the bear, it will not be permitted to be entered into till the passage is read about the bears that tore the children that mocked Elijah; and if the lesson should peradventure turn to the goat, the description of the day of judgment, with the goats upon the left hand and the sheep upon the right, is first found out and read. This leads to the inculcation of the hurtful error (for I hold that by the arrangements of the Creator no error is harmless) that the Bible is given to teach all knowledge, scientific included, and that nothing can be true which is not to be found there. The question in such schools always is, what does the Bible say upon this point? and the error is inculcated that God has opened only one, and not two great books, the book of Nature as well as the book of Revelation, and has not made the one to throw light upon the other, provided they are separately studied. The effect of this upon secular knowledge is such as to unfit young people so trained for after-life; the mind is weakened and injured by it, and it will be practically found that the children coming from such schools will be exceedingly imperfectly educated, if they can be said to be educated at all. In those of them who have particularly excitable temperaments, religious feelings will take hold often to a dangerous extent, so as to subject the young person to the influences of fanaticism and (if there is a predisposition) to religious insanity. But in the great majority of cases it will operate in the way of disgust, by over-doing religious instruction, and the Bible and the reiterated instructions will be all thrown away whenever the pupil escapes into freedom. It is in this way I hold, secondly, that religion is injured by this mode of education, and the end is defeated, for over-doing is always attended with disgust. It happens, in striking confirmation, that a report given in to the General Assembly of the Church of Scotland, by their committee of superintendence of education in the Highland Schools, particularly dwells upon the fact that the visitors always found the pupils who had made most progress in secular knowledge the best instructed in religious. I should hold also that the tendency to over-do and over-task by religious instruction in infant schools, is perhaps one of the most effectual ways of abusing those institutions, in the way cautioned against by Dr. Brigham, that can be conceived. There is so great a zeal and anxiety on the part of the religious to inculcate religion, that they think they never can over-do it, and therefore the infant brain is over-worked by an excess of religious instruction, and runs the risk of being injured by that, which ought to be made, if properly inculcated, a source of pleasure, being made a source of unsuitable intellectual labour.

3146. Is this attempt to inculcate at a very early period the study of the Scriptures common in the infant schools in Scotland?—There is a strong tendency on the part of the more zealous churchmen to draw infant schools into their own power; I have reason to think that the same is true in England; and I know that in Glasgow they have absorbed the infant schools, and that they have rendered the situation of dissenters who were directors so little desirable, that the direction of those schools is now entirely in the hands of churchmen.

3147. What is your opinion of this attempt to sectarianize education?—I think it would be completely destructive of the very principles and spirit of a national plan of education, and would do all the mischief of which I have now spoken, because sectarians are zealous, and they are very apt to over-do, and over-doing would be attended with the greatest mischiefs.

3148. Do you strongly deprecate the using the Bible for teaching to read, which is so common in many schools in Scotland?—Decidedly I should not make it a book in the secular school.

3149. Would you use the Bible at all in secular education?—Certainly not.

3150. Not even the stories and parallels of the Bible?—Not in secular education. But I beg the Committee to keep particularly in view that I speak entirely of that branch of education called secular; for I have said that I would make provision for Bible instruction in elementary education. There must be two teachers, the secular and the religious.

3151. Can you give any facts of your own knowledge, or any authorities, which could lead you to divide secular and religious education in the manner you have recommended?—In Scotland, during the period of my own elementary education, the separation was in all schools, but the parochial, and those for the lower orders

in

in towns, complete. Neither in any English reading school nor grammar school for the middle classes was the Bible a school-book. The education at school was secular, and at home religious. Zeal upon this subject has much increased of late; and in circumstances, in many instances, which make it very difficult to trace it to any other than a sectarian, if not a political source. There are zealous friends of revealed religion who cannot for a moment lose sight of it, and would mix it with everything. Their current phrase is, that education must have a religious foundation, which means in some mouths that education shall consist of religion exclusively, and in others, that it shall secure adherents by binding the young to the sect of the speaker. Many repeat it honestly, but without definite meaning. When the subject shall come to be viewed calmly and rationally, the plan of teaching secular knowledge by one teacher, and revealed religion by another, will and must, if we are to have *national* education, gain ground. It is extensively gaining ground.

3152. Is it possible so to separate morality from the motives upon which that morality according to Christian doctrine, is almost universally received?—I hold, that in explaining to the pupils the foundations of morality, it is not only possible, but it is absolutely necessary, otherwise you are confounding the *two* sources of morality; they are distinct sources, and you must expound them separately; I mean that that shall be done by different teachers.

3153. Have you any other authority besides those you have quoted approving the separation of secular from religious instruction?—I have one most striking authority, one which has made quite a sensation in Scotland. It is the speech Mr. Duff delivered in the General Assembly of the Church of Scotland in the month of May last. This gentleman is the first missionary whom the General Assembly have sent to India; he is a man of great worth and of splendid talents, as the address he made that day, which will never be forgotten, proved. He stated, in the form of a speech, which was replete with eloquence, and denominated Demosthenic, which fixed a degree of attention and interest amounting to a very high excitement, that his mission to India had almost entirely failed; and that all missions to India, in the mode in which they have hitherto been executed, must necessarily fail. He owed any partial success which followed his labour to adopting the course of first shaking the Hindoo superstitions by inculcating scientific knowledge. So high was the excitement, that when he concluded his speech there was a simultaneous movement of devotional feeling so strong in the Assembly, that a motion to go to instant prayer was carried by acclamation. A sublime prayer was poured forth by Dr. Gordon, one of the most eloquent and popular preachers in Scotland. He prayed fervently that God would send forth his light, and his truth. What that light and that truth are, in Mr. Duff's splendid commentary,—and it was that commentary which called all who heard it to prayer,—is not doubtful; that they are the twofold revelation of God, his Works and his Word, and that these are distinct and require separate study. Mr. Duff, in his speech,—which was characterized by all the force and with all the immediate effect of what we are told of the oratory of Greece and Rome, and in which the General Assembly of the Church of Scotland must, by what they did upon it, be held to have cordially concurred,—narrated the failure of missions to India, the utter impotency of doctrinal preaching to the ignorant. It drew a picture of the missionary expounding the doctrines of our faith, under a banyan tree, to the careless passers-by, his audience changing every few minutes, as we have seen with preachers in the streets of London; while the better instructed, and even the ignorant, with whom the missionary conversed met the external evidence by miracles with the utmost possible contempt, adducing hundreds of Hindoo miracles for one Christian, all of them of infinitely superior wonder, and therefore rejecting that as the basis upon which they could be brought to believe in the revelation which he preached; and equally rejecting internal evidence, which has so much effect, and the strongest effect upon many minds, as that which was to them utterly incomprehensible. He found them rivetted by every feeling which can actuate human beings to their own superstitions; and pointing, as he stated, with severe and with just sarcasm, to what they see and believe to be the every-day practical effects of this Christianity which is preached to them, upon the lives of multitudes of cadets and writers, and the various functionaries, civil and military, who flock to India to live in sensuality, worship wealth, manifest the most unchristian selfishness, and leave the country with all they can carry away. Mr. Duff proposes to enlighten the Hindoo, and to begin to enlighten him with *secular* knowledge; separately and previously to attack his

James Simpson, Esq.

7 August 1835.

superstitions and fables on their own philosophical impossibility and absurdity; to open to him the book of Nature, and then to follow it up with the book of Revelation.

3154. Is the system which is recommended so strongly by Mr. Duff before the General Assembly, in actual practice at present amongst any number of the missionaries in India who are engaged in the conversion of the Hindoos?—I am aware that it is so, and that the missionaries of Serampore not only hold that in order to undermine the superstitions of the Hindoos it is necessary to teach them physical and moral science, but they are actually practically acting upon that principle. I am in possession, at least I have access to documents upon that subject, but they are now in Edinburgh; but if the Committee will give me leave, I will take the earliest opportunity, upon my return, to transmit them to the Chairman. I may say that the well-known anecdote of the bramin destroying a microscope, that showed him that he destroyed animal life to an immense amount in every mouthful of water that he used, is an excellent and forcible illustration of what may be done by true science, and I thank the Honourable Chairman for recalling it to my memory.

3155. Would you make any difference between the ignorance that exists in this country and the ignorance that exists in Hindostan?—None. Ignorance is ignorance, and superstition and prejudice are superstition and prejudice, as much in the lanes and alleys of London, in the closes and wynds of Edinburgh, where, as Dr. Chalmers eloquently and truly says, thousands are as firmly imbedded in heathenism, as in the plains of Hindostan.

3156. The superstitions and false opinions to be got rid of there do not exist to the same extent as in Hindostan?—Dr. Chalmers uses the term "heathenism" to the one, and he can apply nothing stronger to the other. It is quite as necessary in the one region as in the other to prepare the soil morally and intellectually before the seed of Christianity can be expected to take root in it. Dr. Chalmers uses another expression, which is equally graphic; he says he would "excavate" the people from their mass of heathenism. It is one of the most powerful figures which that orator ever used, and it has become now quite current. The excavation, and the means of that excavation, the instrument with which it is to be done, will certainly not be the mere weekly operation of the pulpit; but a great deal must be previously done by proper secular education.

3157. Do you think that the application of revealed truth alone will be sufficient to produce this change?—Mr. Duff thinks not, and the General Assembly agreed with him. The Creator intended *both* his Revelations for the human mind, and evil must follow the exclusion of one of them. This mode, however, has been much followed, and accordingly, although it has been at work from the Reformation, it has done very little; the very small progress yet made is the daily and weekly complaint of our spiritual guides, and is notorious to every one.

3158. Do you attribute that small progress to the circumstance of secular education being so little attended to?—To secular education being so little attended to, and so defective in its quality, and particularly that there have been no institutions for practical moral training.

3159. How would you apply the means you have stated to the Committee, in practice?—By a careful provision for previous secular education, including moral exercise, and that followed up by religious education: moral training and secular knowledge I hold as preparing the soil for the seed of Christianity, and it is particularly illustrated by the doctrine involved in the parable of the sower. The sower, who went forth to sow, was on his way to prepared ground, while the seed that fell by the wayside and withered, or was choked by the thorns, fell in unprepared ground; and I see in that parable a confirmation of the doctrine which I am now endeavouring to enforce, that the ground must be prepared, and that the seed itself is not the preparation of the ground. I know that there are theologians who hold that it is; but that I conceive to be quite inconsistent with the doctrine in the parable of the sower, and with the result.

3160. Why would you distinguish so totally between religious and secular education?—I would not distinguish them *quoad* the pupil, but *quoad* the teachers; so that the pupil shall have a teacher of secular knowledge, which comes from a distinct source, the revelation of God's works, and he shall have a teacher of revealed religion, at a separate hour, and that teacher of revealed religion shall be his minister, the minister of his persuasion; so that the ministers of religion shall be bound to take upon themselves the religious training of the young. They have

too

too much thrown it over upon the schoolmaster, and I think improperly; it ought to be in their own hands; they are called the religious teachers, and their religious teaching is not sufficient when confined to a weekly homily in the pulpit; they ought to teach the young, and each pastor the young of his own flock.

3161. Will the ministers of different persuasions be enabled to do that; have they sufficient time for the purpose?—Certainly; they cannot apply their ministrations more effectually than to become the religious instructors of the young.

3162. Would you compel them by any means to teach the young?—Compulsion would not be called for. I cannot conceive a clergyman refusing to instruct the young.

3163. Would you adopt the same plan of separating religious from secular education in a country where there was no dissent, but where all classes were of one opinion upon the subject of religion?—Yes; I should still say that the secular teacher has enough to do to teach secular knowledge, and that it is more particularly the province of the pastor to take the religious under his own charge.

3164. Does not the pastor carry a greater degree of authority in teaching religion than the secular teacher?—Undoubtedly.

3165. If the secular teacher be also qualified to be a religious teacher, either from being a minister, or by his previous course of study, would you prevent such teacher, who has the secular education of his pupils specifically under his particular charge, from also giving religious instruction?—Yes, I should think the division of labour would cause both to be better done.

3166. What are the evils that you conceive would arise from the exercise of both duties by one person?—That they would be worse done, and that there would always be a risk of the teacher, if he were a sincere sectarian, giving his own particular religious views, and directing the character of the instructions into a sectarian channel.

3167. You think he would introduce doctrinal points in the course of his religious instruction, almost in spite of himself?—I have no doubt that he would.

3168. Is there not much Christianity within the province of the secular teacher which might be employed as confirmatory?—It is better to have the whole of it in the hands of the pastor.

3169. Can you give any examples of secular teachers who have been employed as religious teachers, applying or employing their functions in sectarianizing education?—I cannot mention examples; but I should expect that course from them; because where a person is sincere in his belief of certain opinions, the importance of the subject is naturally in his view so great, that he would be very apt to yield to the impulse to impress it upon his pupils.

3170. Do you think that the arrangement you propose ought to satisfy the different sects?—I think that it ought where there is no admixture of political sectarianism. When the object is the supporting a dominant establishment, I do not think it will be satisfactory; it will satisfy no sect who court power and predominance.

3171. Cannot you conceive that persons may consider it an essential ingredient of all instruction that it should be based upon early Christian education in connexion with secular?—With respect to what is called basing education upon religion, I have generally heard it from those to whom, with the most perfect charity, I have imputed the intention of drawing the young into their own sect; but I consider that the idea of basing education upon doctrinal religion is an utter absurdity; doctrinal religion is a distinct branch of instruction afterwards to be attained, and is addressed to a much riper state of the faculties, and a much more advanced state of knowledge, than can possibly be held to apply to what is called the original foundation.

3172. Supposing the case of a family of peculiar religious tenets, where there was no pastor to give the religious education which you have stipulated for, would you leave that family altogether without religion in your system of education?—I should certainly make no provision for that family by arranging that they should look to the secular teacher for religious instruction: in so peculiar a case, I should expect there was enough of religion in the family itself to secure religious instruction to its young members; such a family, moreover, would be the last to submit to the religious interference of the secular teacher.

3173. In case the State should decide to adopt the voluntary system of religion

mes Simpson, Esq.

7 August 1835.

and that all establishments for religious purposes should be abolished, might it not then happen that in many districts no religious teachers would be found, and that consequently in that case your system of education would be totally disconnected from religion?—I do not contemplate that extreme case now alluded to, that there shall be an utter want of religious teachers; there is no want of them now, and I do not think that, even under the supposed voluntary system, there would be any want of them. I should think that an extremely improbable result, because the religious feelings are implanted in men, and those religious feelings create establishments, and create a necessity for religious teachers; and I should not expect that, as long as those feelings remain, religious teachers would disappear. We should always find religious teachers, as a necessary means of supplying that want. In the extreme case, to which the question refers, it must be then thought how the deficiency is to be supplied: that religious instruction should be in some other way provided, but I should expect to find a sufficient machinery for religious instruction, even under the voluntary principle.

3174. Is not there a common basis of Christianity, a basis upon which all sects of Christians agree?—There is.

3175. Then why exclude so much of it from your system of education, stating, as you do, that your exclusion of religious instruction is founded on the existence of religious dissent?—I do not exclude it from education, but from secular education; otherwise I should exclude Jews, and all others that were not Christians, from the schools, and I wish to exclude no human being from the secular schools.

3176. On the principles you have stated, do you think it is any interference with religion, merely placing the Bible, without note and comment, in the school, and inviting the children to read it?—It is better not placed in the secular school at all.

3177. It is stated that one of the principles of the Catholic church is that the reading of Scripture, without note and comment, is not permitted, upon the ground that the explanation of every portion reposes upon authority, and that taking it upon private judgment is a departure from the principle of the Catholic church; would not the introduction of the Bible into schools, under such circumstances and in such a manner, be opposed to one of the most marked tenets of their religion?—What has just been suggested is an additional reason for throwing all religious instruction whatever upon the several pastors.

3178. Would you wish that religious education should repose not so much upon precept as upon doctrine?—Upon both.

3179. Which has the most influence upon conduct?—The precept, certainly; yet we miss the precepts of Christianity in the various creeds.

3180. Do you think the arrangement you have proposed upon this subject is *sine qua non* to a general system of national education?—I should say that without it we shall never carry into effect a system of national education; I conceive it *sine qua non*.

3181. Would you think it essential in any legislative measure for national education, that in the body of the law itself it should be distinctly and clearly stated that there should be no interference whatever by the secular teacher with the distinctive religious tenets of the respective sects frequenting the public schools?—I should think it would be most essential that that should form part of the law, and that religious education should be left entirely in the hands of the proper religious teachers, the pastors of each persuasion.

Lunæ, 10° *die Augusti*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

James Simpson, Esq. called in; and further Examined.

James Simpson, Esq.
10 August 1835.

3182. IN your former examination, you stated that education, to be effective, should be generally diffused: what is the state of education, in your opinion, at this moment among the middle and upper classes of society in these countries?—I consider it in a very low state; it is exceedingly defective, because, with a few exceptions, there exist no institutions for its rational and adequate promotion. Educated men exist, but they have educated themselves, impelled by a keen sense of their own deficiencies, after the period of their regular education was passed. It is most desirable that the middle and higher ranks should be disabused of the notion that they are adequately educated.

3183. What do you conceive to be the chief defects of the education of the middle and upper classes?—I consider that the middle and upper classes in the first place, partake with the lower in the great disadvantage of the utter want of moral training. There are no adequate means, either in private families or public institutions, with the exception of the recently created infant schools, for educating the feelings, improving the dispositions, restraining the animalism, and exercising the moral sentiments. As to all these, the middle and upper classes take their chance; they pick up what they may from uneducated partial parents, nursery maids, and juvenile companions. Of course the animal feelings, which in our nature are the strongest, act in those classes quite as much as they do in the lowest, with all the power and all the blindness of instinct, and lay a deep and broad foundation for habitual, rarely mitigated, selfishness. There is no greater change, I may say revolution, in education than the demand, now spreading by the more enlightened, for moral training: multitudes do not yet know what it means, or laugh at it as a wild chimera.

3184. Then you do not think that the course of religious instruction, followed by the several churches or religious persuasions in the kingdom, is of itself sufficient to produce a good system of practical moral training?—Both on principle, and upon the experience of its having so signally failed, I hold that it is not, as it is now taught; but that, succeeding to or connected with moral exercise, and continued to be connected with it throughout, for all ages, its effects would be much more apparent and beneficial.

3185. In our several colleges and academies considerable severity is observed in requiring the attendance of the students at stated periods upon public service, which public service consists not merely of prayer, but of religious instruction. Do you think that this system is inadequate, and that it ought to be followed up by other courses of education?—As it is now applied it is utterly inadequate; it is held to be a burden, which there is a great deal of fraud exercised to avoid; and it is rare indeed that it is considered more than a troublesome form, which the student has every wish to escape, and which produces upon him no moral or religious effects whatever.

3186. In our system of college and academical education there are many instances of boarding the scholars; do you consider that a judicious system for moral training?—By no means; it is a system, of all others, which most decidedly counteracts it, and establishes in its room a very great amount of vicious habits and practices. I am hostile to the monastic mode of education in any shape; I dislike it in Blue-coat schools, and Heriots' hospitals; I dislike it in Eton, and Westminster, and Harrow, and Rugby, and Winchester: and as it separates for long terms the pupil from all the influences of domestic habits and feelings, and leaves him to an intercourse anything but moral with his comrades, I look upon it as tending in its very nature to produce, and proved by indisputable experience to have produced, the very worst effects upon the morality of the rising generation. I trust, for the sake of the youth of the middle and higher classes of England, that the time is

James Simpson, Esq.

10 August 1835.

near when a Select Committee will probe to the foundation these institutions, and report their condition to Parliament.

3187. May not those defects arise not so much from that form of education, as from the inadequate and injurious manner in which that form is applied?—No doubt there may be a danger, in giving an opinion upon such seclusion, not to impute much of its mischievous consequences to the ignorant and immoral manner in which we have seen it realized in those old foundations; but still I am so much disposed to befriend that kind of education which shall give all the moral and intellectual training which the pupil requires in perfect consistency with the maintenance of his domestic habits and feelings, by removing him as little as possible from home, indeed by securing for him the larger portion of his time at home, that I should not regret to see those institutions, which more or less must partake of the disadvantages of the monastic character, entirely superseded by local schools under the national system, consistent with the pupil's residing at home.

3188. Is there not one advantage connected with the boarding institution, which can scarcely be expected in the form which you advocate, the continual means of observation which are afforded; and if the teacher be a suitable man for the purpose, the greater opportunities which are given of ascertaining the character of the students, and of correcting more effectually the several vices and defects which may be observed either in their intellectual or moral constitution?—There might be this opportunity, but I should not expect it ever to be judiciously, conscientiously, and efficiently used; and if it were, I do not consider it as in the least compensating the disadvantage of the pupil's separation from domestic habits and parental control.

3189. Is not there one defect very glaring in these institutions, namely, that even in proportion to the strictness and severity of their moral discipline, the contrast between the habits of such institutions and those of the world into which he is subsequently ushered, produces a revulsion in the entire moral constitution of the pupil, and leads him very often into the reverse of those habits which have been inculcated and practised during his residence in the institution?—So much is that my opinion that I have often marvelled to see honourable, and upon the whole moral men, in after-life dating their education to the old English foundations; but the mischief done to society is much greater, and affects a much larger proportion of individuals, than is compensated by the honourable exceptions, which will be found in men of whom it may be said that it is impossible to spoil them, to corrupt, pollute or demoralize them, from their original excellent moral constitution.

3190. Do you think that the prejudicial effect referred to in the last question, is one that, generally speaking, is likely to follow?—I think the result alluded to in the question will very naturally follow, and does follow in a great majority of instances; for I hold that all restrictions on the liberty of either the young or the old, which are not based upon the higher feelings, but have the character, as they have in many of those schools, of tyrannical strictness, for the support of old and senseless customs, and tedious and useless studies, will produce the prejudicial reaction alluded to. Perhaps the grossest perversion of moral training that ever bore its name, for it is by many held an excellent mode of improving character, is what I before characterized as the execrable barbarism of fagging. When tried by the ethics of the system of mind, to which I have so often referred, it has not a shadow of moral sentiment in it. It is a vulgar struggle of the animal propensities; base selfish tyranny on the one hand, and base slavery on the other, the drudge of to-day aspiring to be the tyrant of to-morrow, and assuming an insolent and domineering character and manner for life. Nothing but the grossest barbarism prevalent when these schools were founded could have imagined such a method of moral improvement.

3191. Moral training has been always insisted upon by writers on education; are you aware of any who have especially required it, and lamented the great deficiencies existing in that particular in our places of academical and collegiate education?—Minds that were of a high cast, that have been said to think a century or two in advance of the age in which they lived, have particularly called attention to this subject; but at the time, and for 150 years afterwards, without effect. I allude to Milton, in his Treatise on Education; Locke, and Lord Kaimes. Those authors have all dwelt upon the paramount importance of training the dispositions, and considered the training of the intellectual powers as only secondary to that great object. But it is only now, at the end of a century and a half, that the public mind has become imbued with a sense of the importance of that opinion which those great men held and promulgated.

3192. What

3192. What are the other defects which you would point out, besides the want of moral training, in the education generally bestowed upon the middle and upper classes?—Having worse than lost five or six years in the nursery, and thus passed the practicable season for moral training, with all our natural faults about us, pride and vanity pampered to a nearly incurable degree, and selfishness established for life, the young of the middle and higher classes are sent to school to learn to read. Few adults can say that they gained more than reading in the elementary period of their instruction at school, or deny that they left school without one jot of addition to their knowledge, or one shade of improvement in their character. They are now, we shall suppose, seven or eight years old, with faculties still capacitated and by nature appetised for useful knowledge. Creation might yet be made to open upon them, to the incalculable enlargement of the fund of their happiness, and the faculties by which knowledge is acquired and stored might still be delightfully exercised; but this is not the provision made for them; the prejudices of society in favour of what has been called "the education befitting a gentleman," forbids an education of knowledge and usefulness. It has become the fashion to consider any other education but that of the dead languages, or classical literature, as not befitting a gentleman, and those who have wished to restrict classical literature to its proper place in the course of education have been accused of a wish to *vulgarize* education. The dead languages are commenced at the early age of seven or eight, and are made, at least they lately were, to engross from six to ten years of the most valuable period of our lives. I consider that there is no term in the language more grossly abused than what I have now alluded to, that of "a gentleman's education." The only idea I can form of a gentleman, is that of a man in whom the higher feelings which constitute civilization are in the greatest endowment and activity; I do not recognise anything that one can call gentlemanlike in the exercise of the lower or animal propensities. I consider that this appeal on the subject of what is called the vulgarity of an education of moral training and rational inculcation of knowledge, is an appeal to the vanity and misdirected spirit of aristocracy, which yet very much prevail, and I consider that there is not a more effectual mode of fostering that spirit, than the exclusive attention of the minds of the young to classical literature.

3193. Are you of opinion, then, that the classical languages should form merely a subsequent, and not the principal portion of elementary education?—Having been classically educated myself, and having spent many years, and years which I now much regret, in classical literature, I know its value and all its value, and I know that it is an elegant pursuit, with some very serious counterbalancing or detracting qualities. I know that it has essentially in it a false and unchristian morality. I know that it does not contemplate the advance of society from that period when the great body of the people were either plebeians or slaves, meant and intended to be the materials which a patrician order might use for the promotion of their power and their exclusive enjoyments. I know that it inculcates those unsocial feelings most strongly, and that the "*Odi profanum vulgus et arceo*" is its foundation and its spirit; and I look upon its exclusive inculcation in our aristocratic schools as one great nursery of that obstruction which exists, and, till education is rendered more moral and enlightened, will continue, to the improvement of the institutions of the country.

3194. You think the principles of Horace are calculated to make the rich and great proud, and the humble mean?—I do not allude to any particular author, but I find it in so many that I consider it the very atmosphere of the classics. A false patriotism, and hatred of other, particularly neighbouring, nations, and a love of war and military glory, are likewise imbibed from classical studies.

3195. Is that peculiar to the classical writers, or is it not the case equally with all; whether you take the English, the French, or the Italian, do you not find the principle universally held up, that war is a noble occupation, and one that is worthy of the ambition particularly of the higher classes of society? Does not this feeling in a great degree arise rather from the institutions and habits of the middle ages, and the tendencies which they have left behind them, than from any particular classical authors which are read at present?—It will not acquit the ancient classics from the reproach in question, that there are other sources of the same corruption of character. It is enough that the classics do particularly foster these feelings, and gild them over with all the attractions of poetry and eloquence.

3196. Are you aware of the discussions on the propriety of making classical literature the basis of all education, or of excluding it nearly altogether from education,

James Simpson, Esq.

10 August 1835.

which have continued from 1829 to the present day, in Bavaria?—I am not aware of the contest in Bavaria; but I know of, for I have been in the midst of the contest in Scotland, and I am quite aware that it is one in which a great deal of prejudice and feeling has been manifested. It is a question which involves endowments and establishments, and I need say no more than allude to that character, to indicate that it will be carried on violently.

3197. In eloquence, in poetry, and in history, are not the classical models unrivalled; and would it not be wrong to close them altogether from the instruction of the student, whose mind you wish to develope and raise to the highest pitch of perfection?—I do hold that they are high models of taste, of eloquence, and of poetry, but I think we need not go to those sources to gain those advantages. I think all those advantages can be gained by the benefit of translations, with the exception of some felicities of expression, which are too dearly purchased at an expense of from six to ten years' study. In answer to the question that has been put to me, whether I mean to exclude classical literature entirely, I say by no means. I mean that it should be put into its proper place; that it should not be too early, too engrossingly, or too indiscriminately inculcated; but certainly considered as an elegant pursuit, and also, from the languages being so much interwoven with the professions, there are many men who must study them, but they may study them in their proper place, and allot to them a time sufficient for their acquisition, without permitting them to exclude, as they actually do, more useful knowledge.

3198. Do you think a translation can give you any idea beyond the mere basis, or salient points of an author?—I think that translations into a language of the copiousness and variety of the English, may contain not only the whole of the substance of what the author treats, but a great deal of the spirit; and we have translations in which we find much of the spirit. But suppose we should only find the spirit in the originals, from six to ten years exclusive study of these, is too high a price to pay for it. I should beg to add, when I am asked whether I would exclude the study of the classics, that in practice so great a proportion of those who do study the classics, throw them away when they leave school, and forget all that they have gained so entirely,—to the amount of, I think, 99 in 100, or thereabouts, only about one per cent. really arriving at those classical eminences to which the Committee are now alluding,—that to make it an object of general pursuit for all classes of the middle and the higher grades of society appears to me utterly preposterous.

3199. Although the study of the classics may cease at a certain period of life, does not the effect arising from that early study remain behind, and evince itself conspicuously in the general cultivation of the mind and character?—Some effect will remain on a very few minds, but no effect that may not be otherwise gained through the medium of our own language.

3200. Do you not think that the character of a nation is to be learned most effectually in its own language; that there are certain idioms and modes of expression so strongly indicating modes of thought, that without knowing the language you cannot form a just or intimate view of the character of the nation itself?—That to some extent is true; but I consider that it is given to so very few to reap that kind or degree of benefit from the study of the dead languages, that their engrossing and indiscriminate application to all descriptions of persons, be their future destiny in life what it may, seems to me altogether indefensible.

3201. The defects which you have pointed out principally arise from the injudicious manner in which the learned languages are studied: is it not possible, that by a different course of study those defects might be thoroughly obviated; for instance, if in combination with the study of the language, as a language, there were carried on simultaneously and interchangeably the study of the character of its literature, together with the state of its arts and manners, as illustrated by the relics which we have of ancient sculpture and ancient architecture, would not the mind by such course of culture become thoroughly imbued with the spirit of antiquity, instead of resting merely, as it now too often does, upon the surface of a dead language?—Provided that this study,—which is evidently, from the very description given of it by the Honourable Chairman, altogether unsuited to the average minds with which education has to deal,—provided that the study is deferred to a riper state of the intellectual powers, there can be no objection to it, and it will produce the effects alluded to; but it is, I should rather hold, one of those ornamental and elegant studies, which I should be disposed to class with painting, statuary, poetry, and the fine arts, than an essential branch of education.

3202. All

3202. All our modern habits, of course, are affected by the habits of the nations and the periods that have preceded us; is it not, therefore, a matter of great importance in the cultivation not only of knowledge, but in the formation of habits of thought and feeling, that we should be well acquainted with the knowledge of these nations and the periods, and consequently that we should have a just and true view of the nature and character of the literature of antiquity?—Certainly; there can be no doubt that that is advantageous, but I think it is only secondary; and it is attained by so very few it is not worth the great waste of time that is bestowed upon it. Besides, a knowledge of times and circumstances nearer our own, is much more practically useful.

3203. Do you not think a well-educated man, in following up a course of study generally, would feel himself under very great disadvantages if he were unacquainted with the ancient languages; would he not lose many allusions, and be denied the advantage of much knowledge possessed by those who have gone through a course of good instruction in the classical languages?—A person, no doubt, who had not studied the classics at all, or had studied them (which is so much the case at the present day) only to forget them, would be in a situation of less advantage than a person who had beneficially and thoroughly studied them. I have made allowance in what I have stated for the fullest opportunity for those who have a particular genius for the pursuit, to carry their classical studies forward.

3204. Then you would say generally, that the study of the classics was part of an accomplished gentleman's education?—A desirable part, like music or painting, but not a necessary part, except in so far as a certain degree of knowledge of the languages is required, by there being so much of professional and public affairs, and terms of science and art, actually, but most unnecessarily clothed in these languages. Even that might be remedied. But if the question means that no one can be a gentleman, and a perfect gentleman, without classical literature, I humbly beg to deny the proposition. I should add, that the study of the classics, when a part only of an improved, and not the whole of an unimproved education, will be entirely divested of its power to corrupt the mind or harden the heart.

3205. Do you not think that one of the best logical exercises which can be applied to the mind is the study of a language?—Philological acumen may be called a branch of logic, but I do not see that you will base upon that pursuit what I should call a practical logic for sound reasoning in realities. It will give a certain acuteness, but the acuteness will be, after all, philological, and will not necessarily improve that higher logic which is afterwards to fit the pupil for taking his part in the affairs of life.

3206. Is not language a series of analyses, of the strictest kind; and in proportion as an individual or a nation improves in analytical habits, language of course improves in proportion, and *vice versâ*: is it not, therefore, reasonable to think that the study of the classical languages exercises most particularly the habits of analysing with strictness and with accuracy?—The Honourable Member has said that in proportion as a people improve in analytical habits their language improves; and he is quite right in placing first in order the improvement in analytical habits. The analysis is the reality, and must precede the expression of it in language. The analysis improves the language, not the language the analysis. But there are few minds calculated either for analytical processes of thinking, or an acute philological expression of them. I should further say, that I view language to be the sign of thought, and not thought itself. Language is a special faculty, by which we put our thoughts into their signs; I should never go backwards, and expect to improve the thoughts or obtain the ideas by the signs; and therefore the progress of a nation in analytical thinking improves their language in the very order to which I now allude, as the signs or effects of a superior analytical thinking, and not as the causes of it.

3207. In a well-formed language like the algebraic, which is well formed for its own particular purposes, is not the strictness with which the analogies are carried out absolutely essential and most remarkably conducive to the progress of the science?—Most unquestionably it is; but when I have said that thought is not language, so I say in regard to the analogy of the algebraic characters, that they are totally independent of the abstract algebraic truths, of which they are but the signs, however admirable, as signs, they may be.

3208. Do you not think that the endeavour to give as perfect a turn as possible to expressions, and as logical an arrangement as possible to ideas, has the effect of improving the knowledge of those ideas which you suppose to subsist in the mind independent of language?—The accurate arrangement of ideas, I humbly repeat, must

James Simpson, Esq.
10 August 1835.

must precede the expression of it in words. The more accurate the words, the more correctly will our ideas be conveyed to others; for, after all, language is the medium of communication with others, and not necessary to our own ideas. Habit, however, connects ideas and language so closely that we are said, but incorrectly, to think in language; that is only a rapid, and therefore insensible, conversion of the thought into its expression. Language itself, however logically studied, would never convey real useful knowledge, or be the essence in itself, or more than the handmaid of substantial thought.

3209. Admitting that language be a good logical exercise, would you recommend the ancient languages in preference to the modern?—Knowing as I do the dead languages as well as some of the living, and having studied our vernacular tongue to the utmost of my power, I have found it a convenient, correct, and extensively applicable instrument of thought.

3210. But for a logical exercise, would you not recommend a language as much removed from the language in ordinary use as possible?—I do not see the advantage of this distinction. Philological logic is a good exercise; but there are better subjects of logical exercise in the reasonings of philosophy and the concerns of men; and when, in the philological exercise alluded to, from six to ten years are to be nearly exclusively spent, the notion becomes monstrous.

3211. With reference to giving the mind a logical and analytical turn, do you consider that the study of the different branches of mathematics would be more likely to conduce to that effect than the study of languages?—To a certain extent, but entirely in its own line of thought. All those branches of study are addressed to particular faculties or combinations of faculties; and it is a maxim of perfect truth in theory, and great value in practice—though under the old philosophy utterly unknown, and its contrary acted upon—that the exercise of one faculty does not improve another; that the analogy of the senses holds good in the faculties. We shall never improve hearing by exercising sight, or taste by exercising touch. The faculties themselves are as distinct in their origin and in their nature as the senses; and therefore it is that the improvement of certain of the faculties by means of mathematical reasoning—the reasoning of the exact sciences, as they are termed—will not necessarily be the improvement of those which are the instruments of moral reasoning, and just views of life and human affairs; and experience has shown that the profoundest mathematicians, and, I may add, the most erudite classical scholars, have been noted for the absence of just reasoning, and often even what is called common sense.

3212. You have stated that there is an analogy between the senses and the faculties. Do you carry it to this extent, that as it is well known if you exercise one sense to the exclusion of another, that sense becomes stronger; so if you exercise one faculty to the exclusion of another, that faculty becomes more powerful?—That faculty will become more powerful, and the others weaker from want of use.

3213. Confining schools to classical literature, to the exclusion of scientific study, you think must incapacitate the faculties for scientific study afterwards?—I should say so to a great degree *à priori*, and I know from experience that, as spun out at school and college, the dead languages deaden the young mind, and occasion habits of listlessness, and indisposition to mental exertion in general.

3214. As scientific studies are important in life, as well as classical literature, you would require that in all schools they should be made an important portion of the course?—I would; I consider scientific studies much more important than classical.

3215. But in order to form a perfectly cultivated mind, is it not desirable to give to such a mind a certain degree of attainment in different branches of knowledge and different studies? Is it not necessary to constitute a perfectly cultivated mind, that all the faculties should be to a certain degree exercised; and that those only should be brought into prominent development which more particularly belong to the pursuit in life for which the individual may be intended?—I quite agree in every word of that, and there is nothing, I think, which I have said in my evidence inconsistent with it.

3216. You have stated that if you cultivate exclusively one of the faculties, the others will become proportionably weaker. Supposing you do not cultivate any faculty in particular, would you then say that those faculties which you state as becoming weaker in consequence of the over-exercise of another faculty would or could not be injured?—They would be injured merely by being left inactive. I did not say

that the exercise of one exclusively would directly, or in another way than that, occasion the weakness of the rest.

3217. Would they be more or less injured?—Merely by being left unexercised; when you are exercising one faculty you are merely leaving the others passive. You are not drawing nourishment from them to feed the favoured one.

3218. Will you favour the Committee with a brief statement of your own views of the question of the engrossing claims of the dead languages?—I am humbly of opinion, that these languages having so long been permitted to engross from six to ten years of the most valuable period of life, and that indiscriminately, in the male sex of the middle and higher classes, is an enormous social evil. The advocates of these languages always avoid the true view of this question; they urge the absolute merits of classical literature,—which, though not to the extent, is cheerfully admitted—but never consider what it excludes. In my answers to questions, and the most ingenious and searching cross-questions by this Committee, I have readily conceded its value as an elegant accomplishment, excepting always where it is tainted with a vicious grossness, and an absurd and most anti-christian mythology. I grant, for I have enjoyed, the taste, the polish, the genius, the poetry, and the oratory of the classics; but I cannot shut my eyes to the gloomy fact that not above one in a hundred whose years are wasted in Latin and Greek, reap those advantages, or make even an approximation to them; nay, that, in after-life, 99 in 100 lose the languages, and all their taste, poetry and oratory, in one general oblivion. If forgotten in this, or anything like this, proportion, it is a standing solecism to teach them for years to all and sundry, even were their absolute merits tenfold what they are. It is not now seriously argued that science is at this time of day learned from the classical writers. Etymology is learned by school-girls, from dictionaries for the purpose. Morality is placed upon a false basis of selfishness by the ancient classics; while religion is so utterly opposed to their whole character, that to find them approved and even taught by Christian ministers, can only be accounted for by the habit of not inquiring into long-established customs. The talent, health, and life wasted on classical studies at college, under the selfish stimulus of college honours, has been often deplored, but the moral consequences are yet worse, there is a familiarity with selfishness and injustice, to which is given the name of patriotism, a disposition to think lightly of war, and an appetite for martial glory, arising from the lessons and intercourse of our public schools, which have a very injurious effect upon society; *so much* is not forgotten by the otherwise oblivious pupil. A different standard of morals and rule of right is, without inquiry by teachers, applied to the ancients than to the moderns; so that sensuality, selfishness, injustice, rapacity, cruelty and crime are not only excused to the former, but pressed upon the opening faculties of youth as the constituents of moral grandeur and practical virtue. All this recoils dreadfully upon society; Christianity itself is overborne by a spurious morality, and society continues selfish, sensual, and belligerent.

3219. Can you quote any authorities in support of your opinion adverse to this disproportionate pursuit of classical study?—I quote Milton, Locke, Gibbon, and Adam Smith; all of whom have fully discussed the subject, and they are all against the engrossing and indiscriminate application of classical studies.

3220. Do you know of any eminent educationists in favour of it?—I am aware of authorities in favour of it, but they are almost invariably themselves teachers, or have been teachers, of the dead languages. There are very few writers on the subject, and I can see a reason for that, namely, that the claims of classical literature, like the claims of popery in former times, have not been questioned, and it was considered quite unnecessary to write volumes in defence of a system which was conceived to be quite according to the course of truth and nature. I have met with classical scholars whom I have asked to direct me to the best writers in defence of them; and their answer has been "Defence of classical literature! the thing is quite unnecessary."

3221. Are you aware that a considerable reaction has been going on, and is at this moment continuing in France, in favour of classical study as the basis of education?—I should not have been in the least surprised at such a reaction taking place during the short reign of the elder branch of the Bourbons, when the Jesuits were for a time restored; but I confess I am very much surprised that that should continue now to operate, and I can give no opinion upon it unless I knew all the circumstances, all the feelings, and all the interests which are leading to it. I am much inclined to doubt the fact, or to allow at most the probability that what is called

James Simpson, Esq. 10 August 1835.

reaction is the unsettled state of the question, or, as in this country, the noise of the controversy. Classical literature, in a real and rational and moral education, will and must in France as well as in Britain be reduced to its just size and proper place.

3222. Suppose you wished to form a perfect orator, could you apply yourself to any source of instruction for his mind which you would think more likely to conduce to the end you had in view, than sending him to the study of the finest specimens of antiquity in the department of eloquence?—Eloquence is a very wide term; it contains a great deal more in it than is generally supposed. For the application of language to the purpose of strict logical reasoning, splendid imagery, and fine poetry, as infused into eloquence, I should say you could not go to better models than the orators of antiquity. But when we examine what are the sentiments that are conveyed even by their most splendid orations, we find that these are almost all of a selfish kind, that they tend to flatter and encourage national pride and the other feelings of a mistaken patriotism, to exclude the bulk of mankind from equal privileges with a privileged few, and to foster feelings of enmity against all other nations but their own, with a very small sprinkling indeed of anything that we should call high-toned sentiment; I should therefore rather look to the orations of Chatham, of Burke, of Wilberforce, of Canning, and of more recent living orators, who deal with justice and mercy, which the ancients knew not, with higher interests and juster views of human nature and human society, and who look abroad upon their fellow-creatures with an eye of benevolence; when I look to their orations, I find in them a much more lofty, a much more genuine, a much more heart-improving eloquence than I have ever met with in the more classical but less exaltedly moral effusions of Cicero and Demosthenes. This is felt by those who have listened to such preachers as Chalmers of Scotland, and Channing of America, whose eloquence overpowers the feelings to a degree which the orations of ancient orators could not possibly effect.

3223. Was not Milton formed upon the Greek and Roman school?—Milton was trained in, but not formed upon, that school. He improved much upon it in the sentiments which he has clothed in his immortal verse. I am not aware that his classical allusions, or his confusion of the heathen with the Bible mythology, are allowed to be the chief perfections of his "Paradise Lost."

3224. Then of course you strongly deprecate the waste of time in writing Latin verses, which form so considerable a portion of classical education in England and Ireland?—It is useless in any view, and in its indiscriminate exercise it is a great absurdity; that all pupils should be whipped till they produce Latin and Greek verses, is perhaps the most preposterous waste of time and mind, not to say the grossest injustice, that can be conceived.

3225. Do you see any advantage arising from it, with the single exception of giving the pupil a more delicate perception of the particular idiom and character of the writer?—None, if it does even this, for one in a hundred verse-makers.

3226. Do you think it possible to write good verses in a dead idiom?—I doubt whether it is possible that verses worth reading should now be produced, except by very rare genius. I may notice here, that there is another absurdity in our grammar schools not less than verse-making, and that is theme-writing, on subjects always beyond the faculties of the young writers who are tasked with them. These themes have not the most remote connexion with useful knowledge or active life. Specimens abound in the printed prize lists of every classical school, such as these:—"Was the attack on Saguntum by Hannibal, and the invasion of Italy, justifiable on the reasons which he alleges?" "Was Cæsar or Hannibal the abler general?" "On the manners of the heroic ages." "On the comparative merits of Livy and Herodotus," and the like. To discuss such questions would require all the learning, philosophy, and talent, of a first-rate historian and critic; and nothing but profound ignorance of the nature and operation of the human faculties will account for the fact that teachers actually prescribe them to their pupils.

3227. You consider that a considerable portion of the classical studies at present pursued are attended with a great loss of time, and great injury intellectually; do you conceive that the period employed in such studies might be much more usefully employed?—No doubt of it; for the mischief of the exclusive study of the classics in youth, is not only their direct mischief, but their indirect, considered in relation to what they exclude; the period which is wasted in that study from six to 14 is that when all the faculties for acquiring knowledge are actively awake, and when all that knowledge, up to a considerable proficiency in the elements of physical and moral

moral science, knowledge of man in his body and mind, with the relations of both to the rest of creation, and the conditions of happiness, individual and social, founded by the Creator upon these relations, may be attained, and beneficially attained, not to be lost in after-life.

3228. At what age would you propose to introduce such pupils as require them, to the study of the dead languages?—I should say at 14, but not before; and at that age the study of a couple of years should suffice to do as much as six or eight now perform, as consumed upon those studies; and what is then learned being for a desirable end, would not be thrown away and forgotten; while a genius for the classics will be as free and as well qualified to proceed to, what one in a thousand now do, the higher walks of classical literature.

3229. Have you any proofs from experience?—I have with me the opinion of a very able and excellent teacher,—before named to the Committee, Mr. Cunningham of the Hill-street Academy, Edinburgh,—who two years ago established an academy for the purpose of attaining an improved method of classical education, and, as more important, one of useful knowledge. That opinion is upon the subject of the brief time that is really necessary for acquiring the dead languages, as he has practically found by many years' experience. If the Committee will allow me, I will read Mr. Cunningham's letter, which is to myself. [*The Witness read as follows:*] —"In answer to your inquiries, I beg leave to state the result of my experience in teaching the classics and mathematics in George Watson's Hospital, and the Edinburgh Institution. The time allotted in Watson's Hospital to the teaching of Latin, in the higher classes, was two hours daily, Greek one hour, arithmetic and algebra one hour, and geometry one hour. These portions of time were found sufficient for communicating a competent knowledge of Latin and Greek, and the elements of mathematics. In proof of this I may state, that of three pupils who were sent to College during the time in which I acted as house-governor, one obtained a prize in the second Greek class, the first year of his attendance at college, and a prize in the senior Humanity (Latin) class, the second year of his attendance; two obtained prizes in the junior mathematical class, the first year of their attendance; and the third, without obtaining prizes, distinguished himself by his knowledge of the business of each of these classes. I may appeal also to the manner in which the pupils acquitted themselves at the annual examination, as attested by written testimonials from the professors, and others, who attended as examinators, and to the appointment of two Latin masters from that institution in succession; the one to the Grammar-school of Dumfries, and the other to Madras College, St. Andrews. In the institution which I now conduct, two hours daily are allotted to the teaching of Greek and Latin. By limiting the number of pupils, by confining their attention to what is essential to the attainment of a knowledge of the language, and by unremitting exertions during the hours of teaching, I have been enabled to read and analyze minutely nearly as much as is read in classes of the same standing in the Academy and High-school. I have found that the progress of my pupils in reading the classics has been greatly facilitated by the knowledge which they acquired in the other classes in the Institution; and that they have been enabled to sustain their attention much more vigorously during the hours of teaching, by having it relieved by a change of employment. In the Institution one hour a day is allotted to geometry, and one to arithmetic and algebra. The age at which pupils usually enter on the study of geometry is 14. Two hours a day devoted to these studies for two years, by a boy of that age, ought to qualify him, in as far as regards mathematics, either for the business of life, or for the higher classes at the University. The pupils attending the Institution consist of two classes, those who combine the study of the ancient languages with mathematics and modern languages, and those whose attention is directed chiefly to the two last. Both these classes prosecute at the same time the study of history and geography, and of English literature and composition; a considerable number also attend the masters of writing, landscape and architectural drawing, and fencing and gymnastics. In addition to the studies above enumerated, I have long been of opinion that natural history, and the elements of natural philosophy and chemistry, might be introduced with advantage. The difficulty of procuring a museum, and the necessary philosophical instruments, and a person properly qualified to give instructions in these branches of knowledge, has hitherto prevented me from making the attempt. Until the public mind is more impressed with the importance of instruction in natural science, and the practicability of conveying this instruction even to very young persons, such an attempt is

James Simpson, Esq.

10 August 1835.

not indeed likely to succeed. In the mean time as much information as possible on these subjects is conveyed in the English classes."—I can of my own knowledge say, that Mr. Cunningham has since succeeded in introducing weekly lectures upon natural philosophy and chemistry, and practical lessons upon those during the course of the week; and he holds that a very inconsiderable proportion of the time of the students devoted to classical studies, and deferred to a proper age, will be sufficient to make as good scholars as the long, dreaming, somnolent, practice that now prevails. I have much pleasure in adding that the attendance at Mr. Cunningham's academy (as with Mr. Dorsey) is very great; already between 200 and 300 pupils attend Mr. Cunningham, and the public are becoming so satisfied of the substantial utility of the education there to be obtained, that the Hill-street Academy will at no distant time be one of the first (if not the first) educational establishments in Edinburgh.

3230. Would you recommend the speaking of Latin and Greek in schools?—That can only be done after considerable progress has been made, but I should consider that it is altogether inconsistent with elementary teaching. If the pupils must speak another language than their own, and lose their time in the elementary period in learning it, I would give them French.

3231. Would you make no distinction between a dead and a living idiom; and do you not suppose that the useful results that might be obtained from speaking a living idiom, with the opportunities of preserving accuracy and correcting errors, would not be easily attainable in the case of a dead idiom?—I think it would not be necessary to make any provision for speaking Latin and Greek, for I should not expect to see it attained, nor is it desirable it should. There is, besides, a general answer to all this interrogation, that an improved elementary education has far more important employment for the pupil.

3232. Are you aware that Montaigne spoke Latin when he was about seven years old?—I am aware of that.

3233. Could not the same practice be attained as easily in modern times?—Unless you get a Latin and Greek nurse, I do not see how it could be attained at that age; but it would be of little value when attained.

3234. Have you any reason to know whether those who commence the study of the classics at a later period of life, make the same progress and retain the same recollection of them as those that commence them young?—I believe the question now put can hardly receive an answer, it is so recently that the practice of beginning it later has been followed.

3235. Have you observed generally that languages learned in early life make a deeper impression upon the mind than languages learned at a later period?—Experience has shown the reverse, that they have been forgotten; it is all task work, and the task is particularly disgusting to the young mind. It has been found that young men who go abroad after the age of 14, make much more rapid progress in learning the languages of Europe than those who are taken much earlier, unless they have been accustomed like Montaigne to speaking the language in the nursery; but when a language is to be studied, it has been found that the languages learned after the age of 14 are better learned, quicker learned, and better remembered.

3236. Do you generally find that boys coming from our present academies, whether from the middle or the upper classes, are fit for the situations they are destined to occupy in after-life?—According to the present mode of education they are eminently unfitted: to fit themselves for their after avocations is the result of their own subsequent self-education.

3237. What advantages do you think they derive, for such purposes, from their university education?—Nothing, in England, for that is mainly classical, or abstractly mathematical, and the honours are bestowed on proficiency in these studies. Provision is made in the Scottish universities for good education in all the branches of physical science, but there is none made for anything like practical mental and moral science; for it is acknowledged by all, and by none more pointedly than Mr. Dugald Stewart, that "our philosophy of mind is yet in expectation." And if we consider how much of the soundness and practical value of the institutions of society depend upon a true and an enlightened system of philosophy of mind, we shall be able to judge of the consequences of its being an utter blank in education; yet truth in this science must be arrived at, before human affairs can be placed on a sound moral basis. If it be true that the guiding principle of human concerns is the accordance of human affairs with right-directed human faculties, what must not be the extent of the evils which humanity suffers, in ignorance of the very nature of these faculties? Can we wonder at the confliction in speculation, and the confusion

fusion in action, which prevail around us? Above all, can we expect that education, —which is essentially the improvement of the human faculties, the guide to their right use, and the guard against that miserable abuse which far and wide embitters life,—can be either theoretically or practically understood, when no two philosophers are agreed as to what the faculties are; and few writers on education have thought of appealing to them in their speculations. For the professions men are forced separately to fit themselves; but many go at once into the Legislature, with little better than "dead language" education, school and college habits, and much practice in field sports.

3238. Can you state any defects in the constitution of society, resulting from these deficiencies in the education of the middle and higher classes?—In everything that depends upon mental and moral relations, such as the soundness of our legislation, and the wisdom of our institutions and customs, all is uncertainty: we have no fixed principles in social affairs; scarcely two individuals recognize the same, if the same individual remains true at one time to what were his own at another. Hence it follows that controversy distracts and impedes the moral, the political, and we may certainly add, the religious world; parties and sects divide society, disputes and hatreds are the daily experience of life, and a wide-spread selfishness, regulated it is true by strict law, but in its spirit in direct opposition to Christianity, is the characteristic of society. I consider that this selfish and unsocial aspect of society is the consequence of the want of proper moral and intellectual education. Not only has there been no moral education to exercise and improve benevolent and social feelings, but the selfish have been encouraged by positive institutions; for the race of self-preference, self-exaltation, and money-getting, is begun in our earliest schools, and never ceases till the grave closes over us.

3239. Does religion do nothing to soften this hard and unsocial state of feeling? —Religion, as yet taught, does little to that end: it is not taught in a way to influence conduct; it is too doctrinal and dogmatical, too much a separate duty, and to find it in a practical form in human intercourse is lamentably rare, even among its most showy professors. The want of moral exercise in childhood, and the positive exercise of selfishness through life, are too much for the best weekly sermons that were ever delivered. When we do see religion operating powerfully in individuals, it is in the majority of cases found to be religious feeling only, often running into fanaticism and even insanity.

3240. What is the effect of this defective and even perverted education upon legislation?—In the absence of guiding principle, for the science of morals and government is yet in the crudest state, legislation is experimental, empirical and haphazard; and hence the useless debates, divisions and controversies, which have hitherto constituted public business. Legislation is too much held to be practical, and to be impeded by principle; it comes hot and confident from impressions, feelings, and instincts, from the set of notions, however taken up, which serves each individual as a system of principles, and which, (according to Mr. Combe, in his "Constitution of Man,") "although he may not have methodized them, or even acknowledged them to himself as a theory, yet constitute to him a standard by which he practically judges of all questions of morals, politics and religion, and dogmatises with all the pertinacity of the most obstinate theorist on earth." Hence the stationary and interminably disputed state of all questions which require thinking; the misapprehension and contempt of the soundest principles expounded by superior minds, and the denunciation of all such appeals, as what is called "an intolerable *bore*."

3241. What do you say to the pursuits of the middle and higher classes; do they indicate a defective education and resourceless mind?—The middle classes in general must, as things are, toil at professions, or in commerce, to live; and they do toil for their own selfish ends, laughing at any one who goes off the rail-road of self-seeking, to help or better the condition of his fellow creatures; because, if he does go off, he never gets on again, but is hustled out of the line of march, and distanced in the race.

3242. And the higher classes?—These do not require to toil in the race for that which they have already gained; and their vacuum, with many honourable and some illustrious exceptions, is filled up by field sports, by a retrograde to the hunting stage of society, the stage of the Iroquois and the Esquimaux. It could not be said of *educated* men, that they cannot live in the country without field sports.

3243. Is anything like rational happiness likely to be attained by the prevalence of such habits?—No; the preponderance of the selfish and sensual feelings ends in

James Simpson, Esq.

10 August 1835.

"vanity and vexation of spirit." The very humble pursuits of young men of fashion, their utter ignorance of the conditions of health, their indolence and aversion to air and exercise, their disregard of everything but rank and wealth in their often ill-assorted marriages, and their general defiance of nature's laws, are visited with diseased functions and enfeebled frames; these descend to their offspring till the race degenerates, and imbecility and insanity are found in the palaces of the great, in a much larger proportion than in the cottages of the poor.

3244. What is your opinion of the ceaseless wealth-getting propensities and habits of the middle classes?—They lead to very serious social evils. Merchants and manufacturers hasten to be rich, beyond the course of nature; engage in adventures for which they have neither knowledge nor talents; enter into the most inconsiderate partnerships; lend and borrow, and involve themselves and others in the consequences of the rashest speculations. Machinery, which should abridge bodily toil, and leave reasonable leisure to the manual-labourer, has been used only to overstock markets. Prices fall ruinously low; the labourer, lately overworked, is thrown idle, and left to starve or be supported on charity. What are called better times return; the glut is removed and work is abundant; but the spirit of money-getting again defeats its own end; again the market is glutted, and the labourers again thrown into idleness, starvation and misery. All this was verified fearfully in the years 1825–26–27. Large bodies of workmen were supported on charity; yet their idle hours, distributed properly, would have amply supported them daily. Nature, by the very necessity to health of muscular exertion, evidently meant a certain portion of labour for all men. Even pleasure is attached to it, for it is voluntarily sought when it is not compelled by necessity, and when it is withheld from the solitary convict; but the over-labour imposed by the selfish and amassing manufacturer on his operative, defeats its own end; and the labourer is thrown idle longer than all the time put together, which in each day would have given him salutary labour and sufficient bread. The selfishness of the master is paid back by the workmen, who when "good times" return, strike for higher wages: by this manufactories have been stopped for months; and it has happened that this has sometimes rescued masters from the next glut, by which their over-trading neighbours were suffering. At this moment we are prosperous; but our capitalists are still uneducated and still greedy; a blind competition will urge them on, another and another glut will stop them, and their labourers will again and again be thrown idle, till an enlightened education shall put the race for wealth under rational regulations, that it may not ruin its votaries, starve all that depend upon them, and subject society to a constant alternation of much prosperity and overwhelming misery.

3245. Have you yet exhausted the effects on society of the defective education of the middle and higher classes?—That would not be easy; the customs and habits of society are degraded by the utter want of a high morality, which is another word for civilization: we have national jealousies and hatreds, and exclusive international systems; we talk of our "natural enemies;" we have self-defeating commercial restrictions, offensive war, game laws, a vengeful criminal code, cruel rural sports, horse-racing, betting, gambling, prize fighting, duelling; we have fashion and its heartless exclusiveness, descending far lower than what is called the world of fashion, and hence we have the separation of the classes of society, in open distrust, defiance, and hostility.

3246. Do you not consider that selfishness is implanted in us for wise ends by the Creator?—Self-love is, for very wise ends, and were it not, we should be extremely defective; selfishness is the abuse of properly regulated self-love.

3246*. Is it not better to regulate self-love than to exclude it from the view altogether?—I do not exclude it altogether; I speak of it in its abuse, and say that our institutions are not calculated to regulate its use, but to encourage its abuse; and this evil has gone to such an extent, that we find it in a great majority of individuals in a state of over-exercise and abuse. I do not mean to exclude any of the institutions of the Creator, and among these a proper attention to our own interest and welfare is an important one: but an exclusive attention, to the neglect of the happiness of all around us, is so much the common practical feeling of society, that the few men who devote themselves to the benefit and the weal of their fellows, are, under the present operation of general selfishness, considered to do a very weak and foolish thing.

3247. Does not enlightened selfishness teach us that the good of all harmonizes and is in fact identical with our own self-interest?—No doubt, if you take the word "enlightened selfishness" in its widest sense, it would result in the exercise of our highest feelings and intellectual powers.

3248. Then

3248. Then your system does not contemplate self-love being held up as an odious quality, but rather as one the exercise of which ought to be carefully watched and regulated?—Yes; but we have not, under our present system of education, any institutions for the purpose of that regulation, but on the contrary actual positive institutions of a contrary tendency, to the immense injury of society.

3249. You stated in a former part of your evidence, that you would continue the juvenile school to the age of 14; how would you follow up the education after that period?—For the education beyond that age, having reference to the middle and the higher classes, there ought to be institutions for carrying forward to a yet higher point of attainment, that of which they have had the elements in the elementary schools; and whether those are called academies, or colleges, or universities, will depend very much upon the kind and degree of instruction and attainment which is there communicated. It would be very desirable that young men of the middle classes, and of the higher too, should have the benefit of well-constituted academies as near their own homes as possible; and for that purpose those academies might be established in the different counties, or in two counties or in three counties, making a district. It appears to me if those academies were properly constituted, that they might bring on the pupil to that point that he might go to the superior studies of the university directly; and it depends entirely upon peculiar local circumstances, for example, the circumstances of Ireland, whether there should be anything intermediate between well-regulated academies and the universities. I should say that in Scotland there would be no necessity for anything between them.

3250. Although that might be the case with respect to Scotland, yet in Ireland, where there is but one university, would you say that an academy affording even the most improved kind of elementary education would be sufficient to prepare for the university?—I think it might be desirable in Ireland that the academies should be established in counties, and that there should be a college in each of the four provinces.

3251. Something upon the plan of the minor Scotch universities?—Something upon the plan of the Scotch universities; but the Scotch universities are really universities in their character; they embrace all branches of literary and scientific instruction, besides the faculties of the various professions.

3252. What studies would you recommend for academies?—I am disposed to think that there should be provision made at least for the teaching of living foreign languages, in those academies. I think it is exactly at that period when the pupil would learn with the best effect, and with the greatest facility; therefore I should make provision for the study of the modern languages, French, Italian and German, in the academy.

3253. What course of science would you recommend in the academies?—I should recommend that the elementary instructions obtained in the elementary school should be carried on, and that in the physical sciences the pupil should be as much as possible instructed in their practical applications; he should be a practical chemist, and himself perform all the chemical experiments, and be taught even to construct chemical apparatus, a matter which in the practical course of Dr. Reid, of Edinburgh, is particularly attended to; so that when a young man goes abroad with what I formerly described as an admirable arrangement of a cheap portable apparatus, capable of performing all the experiments of chemistry, he should be enabled also to restore the apparatus when damaged, destroyed, or lost.

3254. In mineralogy and other sciences would you make use of similar practical applications?—I am a little at a loss to distinguish that stage exactly from the college stage; I confess that I do not feel that, with a proper elementary education, this intermediate academy would be absolutely necessary. I should think that a pupil well educated at an elementary school, such as it ought to be, would be in condition to go at once to that higher training which he would receive at a well-constituted college.

3255. What course would you prescribe for a well-constituted college?—I think I could not have a better idea of a well-constituted college than the Belfast Academical Institution; it combines all about which I have now been asked with respect to an academy, and also the higher attainments which belong to a college. The Academical Institution of Belfast appears to me to embrace both academy and college in as perfect a form as it has probably hitherto been attained.

3256. Do you think there ought to be professors in such an institution of all the different branches of learning; and would you compel the student to attend all

James Simpson, Esq.
10 August 1835.

the different lectures on each, or would you allow him to select such as he considered most conducive to his own purposes?—I should leave him perfectly free at that period of education. The necessity of the elementary education for all classes is regulated by another rule than what would apply to the more advanced period now alluded to; and I should not make it imperative that the pupil should go through the whole course, but leave him to judge of what is desirable and necessary for his future views and avocations; but I should give every encouragement to as extensive an application of the benefits of those institutions as possible.

3257. In the Academical Institution of Belfast, it does not appear that there is sufficient provision made for the application of the sciences to the practical purposes of life, such as the construction of machinery, surveying, engineering, &c.; would you recommend as an addition to such institutions the establishment of special schools for such purposes, as in France?—I am unwilling to multiply schools; I think that the multiplication of schools would always be attended with inconvenience and expense to the pupils; and therefore I should wish to see what is now alluded to engrafted and superadded to such an institution as the Belfast Academy; and I think it might be very easily so superadded, with this advantage, that the practical applications would be actually taught within the same walls with the principles and the theory.

3258. Would you recommend, on the same principle, that schools of art, divided into two classes, the one in reference to theory, and the other with reference to their application to the practical purposes of life, should always be attached to those institutions?—It would be exceedingly desirable; and then they would become very complete seminaries for the education, at least of the middle classes, to the utmost that could be wished.

3259. Do you conceive that the connexion of a school of art with institutions where ancient literature and language is studied, would be highly beneficial to the artist in the first instance, in giving him the principles upon which his art depends, and rescuing it from the character of a mere trade; and, upon the other side, to the classical student, in furnishing him with the models of ancient art, as one of the best commentaries upon ancient mind, literature and character?—I think it would be appropriate, viewing as I have done classical studies as a branch of the fine arts in several of their characters. I should think that the connexion now alluded to would be natural.

3260. In the scientific part of the institution, you have stated that you would establish professorships for all the different departments of science; would you, in connexion with those different departments, establish also voluntary societies, such as exist in various parts of the empire, at Belfast in particular, for the cultivation of those sciences in private, or out of the schools?—I should certainly not prevent the establishment of such private associations, but I do not see that they would form any part of the actual establishment.

3261. How would you arrange the internal constitution of such institutions, the number of professors, their rank, and the mode in which the institution should be governed?—The number of the professors would depend upon the number of the distinct classes to be taught. I should propose that they should be upon a footing of perfect equality, but that there should be over them a principal or rector, or governor, who should be the organ of communication between them and the higher controlling power; and that the professors should form, under the presidency of their head, a *senatus academicus* for the purpose of internal regulation, responsible always to some higher power.

3262. Would you require that the principal should be elected by the *senatus academicus*, or appointed by some superior authority?—I do not see any objection to his being elected by the *senatus academicus*.

3263. How would you appoint the first professors of such institutions?—Referring to my former evidence of the existence of a great Educational Board, responsible to Parliament and to the Public, I should propose that the professors should owe their appointment to the direct patronage of that Board.

3264. After that period would you give the appointment to the Board, or leave it to the *senatus academicus*?—I should be disposed to give much weight to the recommendation of the *senatus academicus*, but I do not see any difference in principle between the first appointment and the subsequent filling-up of vacancies.

3265. Would it not give too great a patronage to the Board, and is it not very important that the individual chosen to fill any vacant chair should be as much as possible in harmony with the professors constituting the *senatus academicus* of any such

such institution?—Certainly; if the exercise of such elective power were to secure harmony, but it might depend upon circumstances whether the election might not separate the minority from the majority in a state of anything but harmony. And then, on the other hand, there might be danger that the appointment by the board might be unwelcome to the whole.

3266. Do you think that both objects could be to a certain degree combined, by the *senatus* presenting three candidates whom they thought most proper, to the board, and by the board selecting one?—I think that would be a mode of removing very much the disadvantages of either the *senatus academicus* electing or the board appointing; and that that mode of offering what in Scotland is called a *leet*, from the French word "*elite*," might be a very advantageous mode of harmonizing all concerned.

3267. Has not such a mode of election a tendency to check the canvassing which naturally arises where only one name is chosen?—Yes, I should think it has.

3268. How would you pay the professors?—I should propose, as the class of society they educate are able to afford fees, to pay them by fees almost exclusively, with very slender salaries, as one mode of securing their exertions. The universities in Scotland are supported by fees almost entirely. The salaries of the professors at Edinburgh are absolute trifles; they depend upon their fees; and there are professors in the university of Edinburgh who make 2,000 *l.* a year from their chairs.

3269. There might be some cases in which, from the fewness of pupils in consequence of local and peculiar circumstances, they would be left altogether without means of subsistence, unless a certain sum were granted to them by the public. Would you not at least require that the salary should be adequate to maintain the independence of the teacher, and provide him with the ordinary means of subsistence, leaving the fees to act as a stimulant for his exertions?—It would be very desirable that professors should be put above mere want, but I should endow them very slenderly.

3270. Would you make the fees of the different courses of the same amount, or would you lower the fees of some courses in proportion to the greater demand for such studies, in order to meet the exigencies of the public?—I should be disposed to leave that to the regulation of the *senatus academicus*.

3271. Do you think it would be right that the amount of fees should be determined by the *senatus academicus* in a body, or by the professor?—It would be safer that it should be done by the *senatus academicus* in a body, but I do not think it is a subject which requires the interference of the Board of Education, nor would they be the best judges.

3272. In leaving the arrangement of the fees entirely to the *senatus academicus*, would not the danger arise that, in case any particular professor were obnoxious to this body, they might arrange the fees on so high a scale as to deprive him of the chance of numerous pupils?—That possible evil did not occur to me. I should provide for the remedy of it by giving an appeal to the Board of Commissioners, a matter to which they would be exceedingly appropriate.

3273. You have stated you would place these institutions under the general inspection and control of the Board of Education; how would you provide for the erection of the buildings?—In the same way as I should provide for the building and outfit of the elementary schools, by the State.

3274. Then, for the maintenance of the institutions, would you provide equally by assessment?—By assessment upon the district where they exist, in so far as necessary, over and above fees.

3275. For the Academy by assessment upon the county, and for the Provincial College by assessment upon the province?—Yes.

3276. How would you administer the assessment?—Where grand juries exist, I should say decidedly by the grand jury of the county, and by all the grand juries in the province, for the larger and more extended establishments. In Scotland we have no grand juries, but in England and Ireland, where there are grand juries; I cannot see a better machinery.

3277. You are aware that in Ireland the grand jury machinery is applied to various charitable institutions, and you see no reason why it should not be applied to colleges and academies?—Certainly not.

3278. As the grand jury system in Ireland is at present a nominating system, would you willingly transfer to such a system as that, the assessment of the people for public institutions; would you not apprehend that such institutions might become unpopular from that circumstance alone?—That evil might result, but I have heard

James Simpson, Esq.

10 August 1835.

that there is an intention of correcting it, by giving to grand juries a representative character, and in that case such an evil would cease to be apprehended.

3279. You have stated that in the arrangement you would propose to make for the assessment of a parish, for the support of an elementary school, you would require for the management of such local funds a body appointed by the same rate-payers that contribute the funds; would you not think that a similar body would be necessary to control the funds for the academies and colleges?—Certainly, upon the same principle.

3280. To whom would you give the appointment of the local committees, in towns for instance?—To a town council, properly constituted.

3281. Provided it were a representative body?—Yes.

3282. And upon the same principle, in counties you would give it to the grand juries, provided they were representative bodies?—Yes.

3283. You think that would be preferable to giving it to the rate-payers *en masse*?—Decidedly; besides the rate-payers *en masse* are the constituents of the municipal town council.

3284. On what grounds do you prefer in towns the town council, and in counties the grand jury, to a meeting of the rate-payers *en masse*?—Presuming that the grand jury in counties, and the town council in towns, shall be made really and *bonâ fide* representative bodies, elected by qualified classes, including the rate-payers, I should hold that it would be much more beneficial to put the power alluded to into their hands than into the hands of the rate-payers either in the town or the county at large, who would never be got to attend, and in consequence of which the power would be thrown into the hands of a very few, probably, upon the spot, be liable to great abuse, and cause great dissatisfaction.

3285. Would you recommend the appointment by these committees, so constituted by the grand jury or by the town council, of visitors, on the same principle as you have recommended them in the parishes, for visiting the elementary schools?—I think quite upon the same principle.

3286. In combination with these colleges and academies would you recommend the establishment of Agricultural Schools, specially destined for the purpose of promoting agriculture in particular districts, and for the improvement of those large classes of the population who are thrown out of employment in general from want of skill as much as from want of industry?—The establishment of those schools would be very important. I have reason to know that there is one,—to the formation of which a lady has mainly contributed; I mean Lady Noel Byron—actually in operation in the neighbourhood of Acton; and I understand very successfully, and that it is tending to very beneficial ends.

3287. Ireland being principally an agricultural country, do you not conceive that in a great degree its backwardness arises not so much from indisposition or indolence on the part of the inhabitants, as from want of proper skill and a proper sense of the necessity of skill, in the application of industry?—I should hold so.

3288. And that, therefore, these agricultural schools, if properly constituted, would go far to remove that reproach and to bring into action resources which at present lie dormant?—Understanding that the agricultural schools now alluded to should be of the same description as that established by Lady Byron, namely, limited to improve the skill of the working agriculturalists, their advantage might be very obvious. I have here the prospectus of her ladyship's agricultural school, which I will deliver in.—[*The Witness delivered in the same.*]

3289. Would you connect their administration in any manner with the administration of other portions of education in the country, or leave them entirely to individual exertion?—I should be disposed to make them a part of the general system.

3290. It has been found in the north of Ireland that great improvement has been derived from individuals acquainted with agriculture making occasional visits to different parts of the country. Would you recommend such ambulatory instruction in agriculture, or would you confine it to the agricultural school?—The idea of itinerant instruction in agriculture is entirely new to me; I have not considered it; but I could imagine that, if the visits were not too short, they might be very advantageous, and at least might excite greater interest, and a greater disposition for self-improvement than otherwise would exist. They would have a good effect in exciting interest and attention, but they could not be so beneficial in their effects as permanent establishments.

3291. Do you not think it quite essential in an agricultural school, not only for the

the prosperity of the school, but for its beneficial influence upon the neighbouring agricultural population, that the labour should be *bonâ fide* such, and the profit should be clear and unquestionable?—Certainly.

3292. In any school where such results did not exist, would you recommend the continuance of that school?—I think it would die of itself.

3293. You conceive the advantages of agricultural schools to be very considerable; would you extend the observation to industrial schools generally, whether applied to the agricultural or to the mechanical or artisan population of the country?—There is for the artisan population of the country the means of instruction by apprenticeships, which are more applicable to them, particularly if they are of a stationary kind, than they are to the agricultural; and on the principle of not unnecessarily multiplying seminaries, or branches of seminaries, perhaps the best way in which the future labourer, or mechanic, or artisan, can be instructed in his own department is under the tuition of a master of the art who is practising it as a trade.

3294. Are not apprenticeships as at present conducted liable to objections on account of the ignorance of the masters of the best processes?—Certainly they are, but I think that a free competition in apprenticeships would tend to remedy that; but there would be an advantage, no doubt, in a more advanced and improved system of apprenticeship, in properly-constituted schools for artisans.

3295. If certain industrial or technological courses were connected with the academies and colleges, do you think that such arrangement would obviate the necessity of establishing separate schools?—We have found in Edinburgh, and it has been found in Glasgow, and I believe in London, that the establishment of mechanics' institutions has greatly removed the evil alluded to, and brought out genius in that class of life, which would never have been heard of in the old routine of working. And those mechanics' institutions are, I think, perhaps a better way than positively establishing schools, in attending which the working classes would think they lost their time.

3296. In assessing towns, counties and provinces for such institutions, you would limit the application of the assessment to the maintenance of the institutions?—Yes, in exact analogy to elementary schools.

3297. You would, therefore, apply it to the payment of the salary of the professors, to the repairs of the buildings and to the maintenance of the apparatus and other property?—I would.

3298. For that purpose you would require that the Board on one side, and the different districts upon the other, should co-operate; but would you not also require, in order to carry this co-operation fully into effect, that the district should maintain a system of inspectorship and report?—I should say that would be quite as necessary under the general Board of Education as in relation to the elementary schools.

3299. Do you think there would be any reasonable ground of objection on the part of those bodies to such inspectorship being exercised by the board?—There ought not to be.

3300. Would you place the university also in relation with the Board of Education in any way?—I should not be disposed to place the university under the control of the board.

3301. Would you see any objection to its being so far in relation with the board as to be understood to furnish, at specified periods, a report, under a particular form, of the state of education in the institution?—So far from seeing any objection to that, I think it would be highly advantageous, and might be realized without any disadvantages whatever.

3302. You see in this no infringement of the rights, or any diminution whatever of the benefits of the universities?—Certainly not, nor of their consequence.

3303. Particularly if the Board were constituted of such characters in point of rank, and knowledge, and public confidence, as you formerly alluded to?—Certainly.

3304. Auxiliary to those departments of public education there are other institutions in the country which deserve encouragement, such as the various branches of supplemental and subsidiary education. Would you apply the same regulations which you have proposed for the administration of the colleges and schools to these institutions?—Certainly; I consider them applicable to those institutions which have reference chiefly to the ulterior education, after 14, of the manual-labour class.

3305. What would be the course which you would recommend to be pursued in

James Simpson, Esq.
10 August 1835.

reference to that class of institutions?—I should wish every facility to be given to the working classes, to supply any defect in their education by the establishment of associations for lectures, adult schools and mechanics' institutions; I can speak to perhaps one of the best associations for cheap lectures, and I believe almost the sole one yet in full operation: it is in Edinburgh: it has existed for three years, and has become quite a kind of university, with lectures upon all the subjects of science. These are delivered from November till April, three or four evenings in the week, at half-past eight, after the time of shop shutting; and the shopkeepers have by general consent agreed to shut at eight, on account of these lectures and those at the mechanics' institution. Both sexes attend. They have been hitherto exceedingly popular, and very successful. I have in my possession the successive reports of the institution, which I shall be happy to deliver in. [*The Witness delivered in the same.—Vide Appendix.*] So successful has it been that the example is being followed in Glasgow, Aberdeen, Montrose, Kirkaldy and several other places in Scotland; and I understand in Manchester and Exeter, and in some other towns in England, who have been in correspondence with the directors of the Edinburgh Association.

3306. Are you acquainted with the manner in which these institutions are regulated and connected with each other in America, under the name of the Lyceum system?—I am not.

3307. How would you propose that such institutions should be supported; in a manner analogous to the other institutions for education?—I think there is no reason for denying to them the benefit of the same permanent public support which the others receive. They are for purposes quite as beneficial, and therefore they ought to be supported. An institution like that in Edinburgh should have the benefit of support to enable it to have the necessary buildings.

3308. The primary support would be of course the sums to be expended upon the building and outfit of the establishment?—Yes; a large well-constructed lecture theatre, (a thing very much wanted in Edinburgh; for there is no large popular lecture theatre, the Association being obliged to hire a large public room), also the other accommodations, and an apparatus, philosophical and other.

3309. Are you aware of any inconveniences arising at present from the great difficulty of obtaining contributions or sums for the building of these establishments?—I am aware of that, because in the very association for cheap lectures, to which I have directed the attention of the Committee, the lecturers are exceedingly inconvenienced for want of proper accommodation. They hope, but I am afraid at a very distant period, as their funds increase, to be able to accommodate themselves. I do not see the possibility that they should be able to do so adequately for many years to come, from their surplus funds.

3310. Do you not think that these surplus funds could be as well applied in furnishing museums and apparatus, and such like objects, as in erecting the original buildings?—No doubt they would.

3311. Are you aware that if the buildings and museums existed, many individuals would be glad to contribute various objects either of art or nature, who at present do not feel inclined to do so from the want of a permanent and appropriate *local*?—There is nothing that increases more the weight and value of "a name" than a good "local habitation," and it is considered by this Association in Edinburgh that the establishment of a proper building and accommodations, and an apparatus, would give them an impulse, and attract to them a degree of public attention and public support that would be quite invaluable. I should have mentioned, that of that Association the directors are all of the rank of merchants or tradesmen; and when they propose to associate with them men of higher *status*, those men all advise them to keep it in their own hands. It is very creditable to any community that men in business should of themselves establish and conduct an association by which, to persons in their own rank of life, are conveyed the benefits of a considerable attainment of scientific and philosophical knowledge.

3312. In applying public funds to the erection of these buildings, would you require, as an essential condition, that the town should put itself under assessment for their maintenance?—Certainly.

3313. Would you use the same machinery for assessment in these instances as in the others already stated?—I should use the same machinery.

3314. Would you apprehend a considerable demand upon the public purse for the establishment of such institutions?—Not a very great demand.

3315. Would it not be a terminable demand, and, until terminated, constantly diminishing?—It would.

3316. You

3316. You do not apprehend that the expense of the maintenance of the buildings would be very considerable after the buildings were once erected?—Certainly not; it would be desirable that the instruction should be offered as much as possible at a moderate rate. But it comes at a period when the individuals reaping instruction ought to be able to make some return for it.

3317. Do you approve of joint stock companies of shareholders for the erection of such institutions?—I do not think I need give any opinion upon that point, for they are scarcely to be obtained.

3318. Does this objection occur to you, that from the shares being transferable, they produce at subsequent periods, in many instances, an interference with the original establishment not contemplated by the founders, and that this interference sometimes proves to be extremely injurious to the real interests of the institution?—I think that is an evil which would necessarily result from joint stock companies. If they are established at all upon the principle of gain, they would have an additional feature that would occasion all those disadvantages, and even more; and in any way I should wish to see them avoided where there is a much better mode, viz. the establishment by the public at large of those essential institutions.

3319. One of the objects of these institutions being to diffuse among the people a sense of the advantages of knowledge, and a conviction that they have a right to such knowledge from the public, do you not conceive that institutions deriving their support from the public in every way, first, from the Board, and secondly, from the rate-payers, afford an infinitely better guarantee for such feelings than any societies established by joint stock companies or by voluntary contribution?—They are in every view to be preferred.

3320. Do you recommend, as one means of ameliorating the public character of the country, the establishment of museums, galleries, and collections of art?—Certainly they are most desirable; and that early moral training, and practice and exercise of refinement, which are not only inherent in the whole system of infant schools, but which we have found most beautifully to result in practice, would render them perfectly safe. The destructive tendencies, which have even required legislative interference to prevent in this country, are entirely removed in the infant school, and the little denizens, accustomed as they are to their flower-borders and their fruit-trees, and their elegant little ornaments, are trained to a degree of refinement which, if carried on in after-education, would not only render safe museums and botanical gardens, and such resorts of elegance and refinement, but would render them highly beneficial even to the morals of the great body of the people, by the refinement which they would encourage.

3321. If the moral training you speak of were made universal in the country, and combined with an early appreciation of art, would you require, under such improved circumstances, such restrictions as now too generally exist upon the admission of the lower classes to our galleries and museums?—None whatever. In the present state of the lower classes their admission to such places is utterly impossible; and gentlemen who, upon the principle of kindness and liberality, and a wish to refine a populace which has not been early in life properly refined, have opened their galleries, and their gardens and their parks, have been forced again to close them.

3322. In the constitution of Girard College, in Philadelphia, the 38th rule is, that the children shall not be allowed keys for their bureaus or boxes; is not that the principle you inculcate, and is it not completely opposed to the system pursued with regard to all our present institutions?—No doubt of it; there is something very pleasing in that suggestion.

3323. Are you aware that in Italy the peasants from the Sabine Mountains, near Rome, are constantly in the habit of visiting the galleries of the Vatican and the Capitol, and that in other parts of Italy, on public festivals, such as the Adobbo festival of Bologna, the paintings of private persons are exhibited in the streets, and no injury sustained?—I do not know it of my own knowledge, but I have read of it, and heard it from those who have seen it; and I know also that in France the Parisians of all ranks visit the Louvre.

3324. Would you see any difficulty to the adoption of similar arrangements in this country, if the children were educated upon a proper system?—If you begin early enough you will certainly succeed in giving the same character to this country; there is no reason to think that the British or Irish character is inferior to the Italian; with proper early training, for the destructive tendency is often the result

James Simpson, Esq.

10 August 1835.

of sheer ignorance, you will prevent it, as has been proved in the infant schools; and I can speak from my own experience of the infant school in Edinburgh; I could with perfect confidence admit the children into gardens, museums, or any situations of refined resort; and I have been informed that the same was remarkably true with the manufacturing juvenile population under Mr. Owen, at New Lanark.

3325. You think, then, that we have begun at the wrong end in placing restrictions and prohibitions upon the public institutions, when we ought first to have formed or corrected the public mind and taste?—Certainly we have.

3326. And you think it might be remedied by forming a proper taste in youth, and by opening in after-life the public institutions for its gratification?—Certainly.

3327. You think there is a great error in first mis-educating the people, and afterwards visiting upon them, in the form of prohibition, the effects of our own neglect and mismanagement?—Both error and injustice.

3328. In managing these institutions, you have stated that the public should provide the buildings, and then that they should be maintained by assessment; would you constitute a committee, appointed by the town council, for their regulation, upon the same principle as for the other institutions?—I should.

3329. Would you require that the Board should inspect these several institutions in the same way as the other establishments for education?—It would be very desirable that they should know how they were conducted.

3330. And consequently you would require periodical reports similar to those presented by the other institutions?—Yes.

3331. Would you have the reports throughout the kingdom presented at the same time?—Yes, so as to be laid before Parliament.

3332. And you conceive that by that means the public would be put in possession of a regular *precis* of the state of intellectual and moral progress throughout the whole country?—The very idea of such a thing implies such an advance of the whole system of education and public improvement, that it is very delightful to contemplate it.

3333. You see no portion of this system that would not work well with the other?—Not only work well with, but aid the other.

3334. And you see no evil that would result to society at large from this simultaneous encouragement of intellectual and moral pursuit?—The very reverse.

3335. Can you give any proof of the advantages resulting from this general cultivation?—I should like to call the attention of the Committee to the exertions of the Messrs. Murray, father and sons, who are proprietors of the great Caledonian pottery at Glasgow, employing between 200 and 300 labourers, of both sexes and of all ages. Those gentlemen have established for the benefit of the younger individuals, and even for the older who choose to take advantage of it, an excellent school, attended by at least 100 pupils. There are two teachers well qualified to give the best instruction. The school-house is on Sundays a chapel for all who choose to attend it. Its perfect ventilation is attended to. They are about to establish exercising ground for the workmen, where they can have gymnastic exercises, athletic games, quoit playing, and various other sports, and the means of bathing. They have encouraged associations of the workmen for mutual instruction, and also for the purposes of a friendly society, and they have even introduced some means of refinement and amusement for them, such as the encouragement of a band of music; and when I visited the pottery I was surprised, when leaving it, to be saluted by a full and very good band of martial music, completely trained. This is encouraged, and all in the pottery who have a turn for music are led to cultivate it. I should be glad to see provision made for furnishing the working classes, in their winter evening resorts, their reading rooms and halls, the means of hearing and practising good music; for I can see no mode more certain of keeping them from sensual pursuits and from intemperance than those very establishments. And the experience of the Messrs. Murray has been, that their workmen are particularly sober, having other pursuits which attract them away from the public-house and other sensual habits; and I should like to see attached to the subsidiary means for the improvement and refinement of the great body of the working people proper airing grounds, to which Mr. Buckingham's Bills refer. That which he calls the attractive legislation, will enable and will entitle the Legislature to apply afterwards the restrictive, if it shall be necessary, although the necessity for the restriction would be very much diminished. Habits of cleanliness are most important to health, and essential to refinement. I have long advocated public baths for working men, which I observe Mr. Buckingham also proposes, accessible

at

at the most moderate rate, if not *gratis*. The waste hot water of steam engines might be so applied, and is actually so in some manufactories, since the visit of the cholera.

3336. If apprenticeships are to continue, should they be regulated so as to allow the continuance of the education of the apprentice by means of the subsidiary system?—I am happy that point has not been forgotten. There can be no subsidiary education of that slave called an apprentice, as apprenticeships are now misregulated; a boy of 14, or younger, is made to work an hour earlier and an hour later than the strongest journeyman, and that immediately after the comparative ease he enjoyed at home, and for from five to seven years he has not one hour given him for improvement. He loses all his previous education, and makes no advance. This crying evil loudly demands reform.

3337. Do you think the hours of labour to all should be in some degree abridged, and a fair portion of leisure secured to the labourer?—Education were useless without this, and society's advance depends upon it.

3338. On referring to the criminal statistics of France and Prussia, and other continental nations where education is encouraged, have you any reason to conclude that the diffusion and advancement of education has tended to increase crime, or the reverse?—I should hold that education, such as in the course of my long evidence I have been endeavouring to recommend, would most undoubtedly, from its very nature, greatly diminish crime; for crime, I have before said, is the abuse of the animal propensities, which it is the object of education to prevent, by regulating these, and increasing the control of the moral sentiment and intellect. Where education has not diminished crime, it has been an education which is undeserving of the name, chiefly instrumentary, that of reading and writing; and the statistical map of France by M. Guery, which has led apparently to an opposite conclusion, has reference to that imperfect education which consists merely in reading and writing, which are capable of being applied to bad purposes as well as good. And in conclusion of my evidence, I should like to say, that I consider that the realization of such a system as I have now been so long employed in developing, would in one view almost pay its own expenses, namely, by the great diminution of the necessity of an immense public outlay for the punishment of crime.

3339. In order to put such a system in full operation, would you consider that a legislative measure would be requisite?—It could never be done without a great legislative measure,—the greatest ever achieved by any nation on earth.

3340. You would not allow it to be regulated by the inclinations of Government, or individuals amongst the Government?—Certainly not.

3341. You would require a positive and distinct law upon each portion of the system?—A positive and distinct law, to give it weight, importance and efficiency.

3342. Do you think that great difficulties would exist in drawing up and passing such a law?—I think any difficulties that do exist have been already noticed in the course of my evidence; but I should submit that the Legislature ought, for an so mighty an object, to disregard all obstacles, and to use all their power to effect that great plan in spite of difficulties that are dependent upon prejudices, and ignorances, and interests.

3343. Is it your opinion, from your acquaintance with similar transactions in history, that where the cause is really just and beneficial, a determination to carry it clearly and boldly into effect has vanquished those difficulties in a much shorter period than was at first anticipated?—We have not to go far back in history for an example: the great measure of reform has been carried by the power of the Legislature, supported by the people, upon that very principle. The Slave Trade, and Colonial Slavery, and Catholic Emancipation, furnish yet farther encouragements to proceed.

3344. And now that the country is under the operation of a new constitution, recognising the right of the lower classes in a greater degree than ever to interfere in their self-government, do you not think that it is a matter no longer of choice, but actually incumbent upon an enlightened and patriotic government as soon as possible to take up this question of education, with a view to a legislative settlement?—I think that that course is no longer a matter of choice, it is a matter of stern necessity, and points out the only way in which we can expect to reap from the great measure of reform those national and social advantages which it is intended to produce; and we shall find that its working will be irritating, grating, and unsatisfactory, till we shall see the day of a much greater diffusion of light, and knowledge, and morality, than the present.

James Simpson, Esq.

10 August 1835.

3345. At present a great portion of the population can read and write; is it not to be apprehended that many of the evils which are dreaded from the diffusion of education are infinitely more probable from the sort of false or mis-education to which the lower classes of the people are exposed, than if an efficient and ameliorated system of education were put in action by the powers of the Government and the People combined?—I have no doubt of it; it has been in every one's experience discovered that reading is perverted to the purposes of the perusal of the very worst species of publications, and that writing has also been used for extremely doubtful and even criminal purposes; and that a great deal more will be necessary than these mere instruments, which are capable of that perversion, and which the immoral and the unenlightened are very apt so to pervert.

3346. Do you conceive that abstaining from all legislation upon this subject will be of any use in preventing or in diminishing the continuance of those evils?—Certainly the reverse.

3347. What then do you conceive to be the duty of the Government and the Legislature upon the subject?—I think their course is clear; legislation is forthwith required: judicious legislation must be according to circumstances; but that the establishment of a proper machinery in the form of a Board, and a commencement with sufficient and adequate means of training teachers in Normal schools for the whole country, should be adopted without delay; and it is matter to me of considerable disappointment that this Session is likely to pass over without anything being done.

3348. In Ireland we have already considerable facilities for this purpose, in the existence of such a Board, and in the inclination which is evinced by their last Report of carrying out into effect one of the suggestions you have offered; would you not think that, with such facilities before us, it would be a matter of great interest and duty, on the part of the Government, to consolidate such advantages as soon as possible by a distinct legislative measure?—I am persuaded that Ireland is in a position to make the great experiment effectually, and that the great educational battle for England and Scotland is to be fought there. It is to me a source of great pleasure to find Ireland so far advanced, and I am happy that I have been called to give my evidence in this Committee rather than any other, because I feel that everything I have said, if of any value, will tell more directly and produce effect more immediately in the Irish than it would do in an English or Scottish measure; England and Scotland will see the great plan tried in Ireland, and I expect it will be so well and so effectively tried, that its direct transference to this country, making allowance for certain local peculiarities, will be matter of very easy legislation.

3349. Are the Committee to understand, that in most of the opinions you have expressed there is a coincidence between you and the other gentlemen whom you have mentioned as interested in the amelioration and extension of education?—To a great amount, certainly. I should not say upon all points, but very generally. My evidence agrees mainly with what I believe to be the opinions of Professor Pillans: we do not exactly agree upon classical literature; we may differ as to school fees, and some other points, but I should have the approbation of Professor Pillans of much of my evidence. I can say positively that I should have Mr. George Combe, Dr. Andrew Combe, Dr. Poole, Dr. Brigham, and Dr. Caldwell, of America, Messrs. Chambers, and Mr. Maclaren, of the "Scotsman," all going along with me in principle, and, as a consequence, in most of the details, which I have given in evidence. Mr. Wood differs from me as to the application of emulation, and prizes and places, and several other points. As actual educators, I may include Mr. Cunningham, of the Hill-street Academy, Edinburgh, Mr. Dorsey, of the High School Glasgow, Dr. Reid, Mr. George Lees, and I may add, Professor Malden, of the London University, all formerly mentioned.

3350. Does this coincidence of opinion extend to the machinery as well as to the quality of the education?—The gentlemen I have mentioned as concurring, I think I may say, agree with me substantially, both as to machinery and quality.

3351. Would you recommend that the professors of the colleges should reside in college, or in the town?—In the town, as they do in Edinburgh. I should wish to *unmonasticize* all educational institutions, both as to teachers and taught, and render them, what they ought to be, *preparatories*, if I may use the word, for the legitimate use of the whole of the human faculties, for the business of life, and the general happiness of society.

Martis, 11° *die Augusti*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

Richard Anthony Blake, Esq., called in; and Examined.

R. A. Blake, Esq.

11 August 1835.

3352. YOU are a Commissioner of the Board of National Education in Ireland?—I am.

3353. You have had frequent opportunities of investigating the state of education, both elementary and academical, in Ireland?—I have.

3354. Have you actively engaged in the business of the Board since its formation?—Yes.

3355. Have you attended the meetings, and had frequent opportunities of seeing both the internal management of the Board and the nature of the arrangements which they adopted in building and in aiding schools?—I have.

3356. Has your residence been habitual in Dublin?—In Dublin, or in the neighbourhood of it.

3357. What are the days of meeting of the Board?—The Board meet once a week, on Thursdays; the Board also have meetings on other days, when business requires that they should.

3358. Are they summoned by notice?—There is a notice sent on Wednesday of the meeting on Thursday; there is a notice in like manner sent of any other meeting that is to be held.

3359. Where do they meet?—At the Office of Education in Merrion-street.

3360. Do you keep records of each day's meeting?—We do; the names of the commissioners present are entered, and a minute is made of everything that is done.

3361. What is the average attendance at the Board?—To make a Board there must be three; but any two commissioners may do business of minor importance.

3362. Do the same persons attend, or is there a considerable variety in the attendance?—Some members of the Board are constant in their attendance; other members of the Board, from their avocations, are not able to give the same constant attendance.

3363. Who are the persons most frequently in attendance, the official or the non-official persons?—There is no difference in that respect, except that Mr. Carlile, who is the only paid commissioner, is in constant attendance. I beg leave to add, that in the preparation of the works which we publish, every member is consulted; every sheet is sent to each member, and if he thinks proper to make any changes, those changes are considered by the Board.

3364. As to the changes which any individual thinks proper to suggest, is it necessary the entire Board should adopt them, to give them the force of a regulation, or are they decided upon by the majority of the Board present?—We never had a division upon a change; sometimes a change is suggested, and then the change suggested is considered, and perhaps varied so as to meet the general feelings of the Board.

3365. Should any individual member object decidedly to any particular measure proposed in the Board, would the Board adopt such measure in case it should be the opinion of the majority, or would the veto of a single individual be sufficient to negative it?—No such case has ever occurred; we have all approved of the works we have published.

3366. So that the books published by the Board may be considered as sanctioned not merely by the majority, but by the entire Board?—Certainly; the regulations of the Board particularly require that the extracts from the Scriptures, which we recommend for use in the schools, should be approved of by the entire Board. The word "entire" was introduced carefully, in order to prevent the supposition that persons of one creed might, by forming a majority of the Board, send forth extracts not approved by those of another.

R. A. Blake, Esq.

11 August 1835.

3367. Has the same unanimity prevailed on all other subjects connected with the management of education?—It has. I think, in the election of one clerk by the Board, there was a difference as to the individual to be chosen; I recollect no other.

3368. Is that the only instance of a division occurring in the Board from the first period of its establishment?—I think that is the only one.

3369. You said that only one member of the Board has been paid; do you consider it desirable, in establishing a Board of National Education, that the members of the Board should attend gratis, or be paid for their public services?—I think it desirable to have upon the Board persons of a certain rank and station in the country, and that such persons would probably not take payment. I think it also necessary that there should be upon the Board one person at least who would give constant attendance, and therefore that one member should be paid.

3370. Would you say that it is desirable that the President, or any other individual of the Board, should be paid?—I think it better that the president should not be paid; I think it is desirable that the chairman should be a person of high station. I am satisfied that great good has resulted from our having the Duke of Leinster at the head of the Board.

3371. Would you advise, in an arrangement for the formation of a Board of Education, that a certain number of the members should be *ex officio* members, or that the appointment of all should be left to the discretion either of the Government or the Legislature?—I should think it objectionable to have any person a member of the Board *ex officio*; I think there should be the fullest discretion left in the Government as to the naming of the commissioners.

3372. On what grounds do you form that opinion?—It might, for instance, happen that an Archbishop of Dublin would not be a person approving so of the principles of the Board, and disposed so to give his time to the business of it, as the present Archbishop does; therefore, if you rendered it necessary that the Archbishop for the time being should be a member of the Board, you might render it impossible that the Board should work at all; and so with respect to other officials.

3373. Would it not be desirable, if it were not advisable to make any particular dignitaries *ex officio* members of the Board, that particular classes of dignitaries should be represented therein; for instance, that there should be some one bishop of the Established church, another of the Roman-catholic church, and some one elder or minister of the Presbyterian church?—I think it absolutely essential that the Board should be so composed, but I should think it at the same time best to leave it to the discretion of the Crown to select the individuals.

3374. Do you admit the necessity of having individuals from different classes or sects?—I think it quite desirable that you should have the different sects represented in the Board, in order to give it public confidence.

3375. Is not that feeling of confidence most essential at present to the progress of national education?—I consider it vitally essential.

3376. At a future period, perhaps, there may not be the same jealousy of one sect towards another; and if that jealousy in any degree should subside, perhaps you would not think it necessary to have such representatives?—If all jealousy should subside, it would not be necessary; but I can scarcely conceive such a state of things.

3377. You have stated that you would give to the Crown the appointment of members of the Board; do you prefer that arrangement to self-election, or to an election on the part of the people?—I do.

3378. What do you think would be the inconveniences of nomination by the Board, and what of election by the people?—There would, in the first place, be a want of adequate responsibility; I should be afraid, too, in case of election by the Board itself, of something like nepotism; and I do not think the selection could with safety be left to popular choice.

3379. Particularly in the present feelings of the country?—Particularly in the present feelings of the country. I cannot conceive any principle upon which it is necessary to leave to the Crown the appointment of public functionaries, judicial functionaries, and so forth, to be exercised through responsible Ministers, that does not equally apply to appointments to the Board of National Education.

3380. You have spoken of the necessity of having representatives of different sects; would you think it advisable that the teaching body of Ireland should be in some degree represented by professional teachers, or persons connected professionally with the art of education?—No, I think not.

3381. Not even one?—Not even one.

3382. Is it not a difficult thing to obtain, in the constitution of such bodies, persons sufficiently acquainted practically with the working of education, and consequently may not many questions arise which the Board will find a difficulty in solving without such members?—I think, upon all questions relating to the course and mode of education on which the Board may desire information, they can obtain it from their head-master, if they take care to have a good one: fortunately we have a very good one. We intend, too, having an extensive training establishment, in which we propose having five professors, as mentioned in our last report: the Board will of course from time to time communicate with them on practical questions.

3383. Would not that give too monopolizing or exclusive a character to the constitution of the Board; and do not you think that the general teaching body of Ireland should have some individuals more closely connected with them than the persons in the training school, immediately under the jurisdiction of the Board?—I do not think it desirable; I think persons who are not masters or teachers will be more free and better able to judge upon such questions as come before the Board, than masters or teachers would, who might come with professional prejudices.

3384. Supposing there were adopted in Ireland what has been already in use in America, periodical conferences of teachers in the capital; do you not think they would prove a great auxiliary to the proceedings of the Board, from the information which they might furnish of the state of education in various parts of Ireland?—I think they would.

3385. Do you think that, combined with training schools, they would give all the information which could be required?—I think they would.

3386. Would you trust the management of education in any manner to an incorporated body of teachers?—No.

3387. What are the inconveniences you apprehend from such arrangement?—My notion is that those who are to control education in Ireland should be persons possessing qualifications of a nature quite different from those that one could expect to be possessed by teachers in general. You have not merely to consider the question of teaching, but you have to consider many questions of great public importance: you have to pay a great deal of regard to public feeling; you must be prepared to yield your own opinions or your own prejudices upon many points, and to consider not only what is right in the abstract, but what is right in the particular state of the country, what is likely to prove acceptable to the country. Now persons bred up to a particular profession, frequently, from particular views and habits, endeavour to make all principles and considerations bend to them.

3388. Should you apprehend, from the appointment by the Government of the members of the Board, any danger of a monopolizing and despotic spirit gradually diffusing itself over the management of education?—No, I should not, provided proper regulations were established for the government and control of the Board. The present Board are required to report annually their proceedings during the previous year; the reports so presented by them are laid before Parliament, and thus brought under the control of Parliament, and what is perhaps equally beneficial, the control of public opinion.

3389. Do you think that the control of Parliament and of public opinion is now sufficiently powerful to prevent any of the evils which might be apprehended from the direction and control of education by the Crown?—I think they form the best control that can be conceived.

3390. Do not you think it probable, in case of vacancies occurring, that persons appointed during any particular Ministry will more or less partake of the feelings of the Ministry in whose time they are appointed?—I suppose they may.

3391. Persons possessing such feelings would be more likely to possess the confidence of the Ministry?—Certainly; but the Board being composed of persons who are not paid, it is not very likely that there will be political competition for the office of commissioner; and the Government I should hope, in appointing to the Board, will consider fitness rather than political opinions.

3392. Do not you think it of great importance, that not only the public at large, but that the Legislature and the Government should have confidence in the Board; do you think that such confidence could be easily attained by any body but such a one as you have described?—I do not think it could.

R. A. Blake, Esq.

11 August 1835.

3393. Would you leave to the Board itself the appointment of its President, or to the Crown?—I would give it to the Crown.

3394. Do you think that he ought to be a permanent officer?—No, the thing works so well at present that I would not change it; at present the commissioners hold during pleasure.

3395. Are you favourable to the appointment of a Minister of Public Instruction?—If the Minister of Public Instruction were to be charged with the whole of the duties now appertaining to the Board, I should be against the appointment; because, as I have already stated, I think it necessary that the different sects of Christians in Ireland should see in the Board persons in whom they are disposed to place confidence, having regard to religious principles. I do not think, considering the state of jealousy that there is in Ireland upon religious questions, that any one man, be he the best and purest that ever existed, would be regarded with that degree of confidence which I think essential to the success of the system.

3396. Supposing him to have the assistance of a Board, would you then consider the appointment as desirable?—If the person appointed were appointed to hold during good behaviour, and were to be considered as a person to act upon fixed principles, as the Judges of the land do, and if he had a council to advise with upon all questions that might from time to time arise, and if that council were composed of persons carrying with them public confidence, I think in that case a Minister of Public Instruction might be appointed with advantage; but the Minister of Public Instruction being, as I presume he would be, the chief person connected with education, should be a person of station, well known to the public, and so calculated to secure special confidence in him.

3397. Do you think it would be highly desirable, (being the head of education in the country, and the organ of the opinions and feelings of the Board,) that he should have a seat in either House of Parliament?—I should think it might be desirable.

3398. What advantage do you anticipate to result from the appointment of such a Minister of Instruction, beyond the advantages derived from the Board as at present established?—The principal advantage which I should anticipate from the appointment of a Minister of Public Instruction would be, that you would have a person of superior station and attainment, giving the whole of his time to the business of education.

3399. In your opinion, should the Minister of Public Instruction be responsible for the system of education in the country?—No, I do not think he should be the sole person responsible.

3400. On whom would you impose the responsibility?—I should place the responsibility in the Minister and his council.

3401. To whom would you give the appointment of the Council?—The Crown.

3402. Do you think that the Minister of Instruction, supposing it were decided that there ought to be one, should be elected by the Board in quality of their President, or should be named by the Crown?—I think he should be named by the Crown.

3403. Might not there ensue a want of harmony between the Board and its principal, if the members of the Board, for instance, should be named by one Government, and the Minister of Instruction by a succeeding and adverse Government?—There might be; but upon all questions of a political nature, and the present question is one, there are advantages and disadvantages on both sides; we must balance the one against the other, and I think it is safer to leave the appointment to the Crown than to vest it elsewhere. I should consider that the advisers of the Crown would very badly perform their duty, if they appointed a person to be Minister of Public Instruction whose views and principles differed from the council already existing. I do not think that the Minister of Public Instruction, or the president of the Board, or the members of the Board, ought in any case to be governed by such political considerations as peculiarly distinguish one Government from another; they should act upon certain fixed and settled principles, without any reference to the general policy of the Government for the time being.

3404. Supposing there were a legislative enactment prescribing distinctly the duties and the powers of the Board, would not you consider it a sufficient guarantee to the public that, under any change of the Minister of Public Instruction, the public interests would still be regarded?—I think it would; the duties and powers of the Board being defined, and the principles upon which it is to act being clearly settled.

3405. Would you recommend that the Secretary for Ireland should be *ex officio* the President of the Board, and Minister of Public Instruction for that country?—I should not.

3406. On what grounds would you object to it, besides those which you have already stated?—The Secretary for Ireland is necessarily a political character, belonging to a particular political party; he is changed at every change of Ministry; and therefore every objection which could be made to having the Board a mere political institution, would, I think, apply in a great degree to having him at the head of it.

3407. Are there not also objections arising from the multiplicity of duties and occupations which of course devolve upon the Secretary for Ireland?—I apprehend the Secretary for Ireland has as laborious duties to perform as any Secretary or other Minister of the Crown, and that it would be impossible for him to be an efficient principal of the Board; he could be nothing more than a nominal president.

3408. Would not some advantages, however, result from such appointment: as Secretary for Ireland, and necessarily holding a seat in the House of Commons, would he not be the most eligible organ of the Board, and the person upon whom the responsibility could rest with the greatest propriety?—I think not; he never could give the attention to the business of national education which a Minister responsible for it ought to give; and then there is the objection on the ground of politics that I have already mentioned.

3409. Do you think that the Minister of Instruction ought to have, *ex officio*, a seat in one or other branch of the Legislature?—That involves considerations of great constitutional importance. If other Ministers were entitled to sit by virtue of office, he too should.

3410. Admitting that a Minister of Public Instruction would be a proper appointment, would you attach to the office any salary?—If the Minister of Instruction were to have the general management of the business of national education, I should consider that he ought to be paid, and paid very highly. I have already stated that I conceive whoever is at the head of the business of education in Ireland, should be a person of consideration.

3411. To what number would you limit the members of the Board of National Education?—I should limit it to the number of the present Board.

3412. Supposing the Board were so constituted that it should consist of a Minister of Public Instruction with a high salary, and two other paid Commissioners, do you think it probable that the unpaid Commissioners would exert themselves with the same energy they do at present, when the whole responsibility rests with them; the responsibility being in that case transferred, in a great measure, to those who received the public money?—I think, in that case, the persons that did not receive salaries would be little more than nominal or honorary members of the Board.

3413. Would you consider this arrangement eligible, a committee of the Board, chosen out of the Board itself to transact their ordinary business, and this committee while sitting to be paid?—I do not think it necessary; there is at present but one paid commissioner upon our Board; we refer to him, and to one or two officers of the Board, minor questions, upon which they report to us, and we act upon their report.

3414. Supposing that the business of the Board were considerably to increase, by the whole education of the country for instance being placed under its jurisdiction, would you not then require either a greater number of members, or a greater activity in the present members?—I think in that case it would be desirable to have one or two more paid Commissioners, but I should be against the paid Commissioners being the chiefs of the Board.

3415. Do you think, as a general principle, that where you have to deal with a large amount of official business, you can expect from private individuals, having a variety of important avocations of their own, that sacrifice of time, or impose that responsibility on them, which you are entitled to do when you give an adequate salary to the persons employed?—If I were speaking with respect to permanent effects, I should apprehend that you could not.

3416. The question has reference not to the partial effort which is going on in Ireland, but to the establishment of a national Board which shall equally extend to every part of Great Britain and Ireland. Do you think that in the establish-

R. A. Blake, Esq.

11 August 1835.

ment of such a Board it would be desirable to set out upon the principle of requesting unpaid services from the high functionaries employed?—I should say certainly not. I should consider it, in that case, absolutely essential that the commissioners should be paid; their duties would require so much attention that it would be impossible to expect persons to do the necessary duty unless they were paid.

3417. What is your opinion of the arrangement just suggested, an acting committee for the transaction of weekly or even daily business, and paid, the remaining portion of the Board to be considered more in the light of honorary members, and to be convened only upon more important occasions?—I should be afraid that the business of the Board, if there were only occasional meetings of it, would devolve entirely upon the particular persons charged with the more active business. According to our present mode of proceeding, we allow a member of the Board, with two officers, to take into consideration different matters of business, but never to decide finally; they report to us their opinion upon each point, and then the Board decide.

3418. You have stated that one member of your Board is paid; why is there only one: is it in consequence of particular duties devolved upon him, not imposed upon the other members?—Mr. Carlile is the member of the Board who is paid; he is one of the ministers of the Scotch church in Dublin. He could not devote the time necessary to his spiritual duties, and at the same time attend to the business of the Board of Education; he has therefore given up the income which he received from his congregation, and the commissioners recommended to the Treasury that he should have an allowance from the Board. He receives, out of the annual grant made to us, a salary of 300 *l.* a year, and a car and horse are kept for him.

3419. Does he live at the Office of Education?—He does.

3420. Do you consider it necessary for the efficient working of the Board that one of the Commissioners should receive payment?—I think it absolutely essential that there should be a commissioner constantly attending the business of the Board. I do not think that the business of the Board could have been carried on if it had not been for the services of Mr. Carlile.

3421. From your experience of the working of the present Board, would you recommend that there should always be one member of the Board so paid?—I should, certainly.

3422. Do you consider 300 *l.* a year an adequate salary for such Commissioner?—I consider 300 *l.* a year a most inadequate salary. I am sure that Mr. Carlile is in general engaged in the business of the Board several hours each day.

3423. Do you think that 500 *l.* should be the minimum?—I do.

3424. Would you consider it a good arrangement, in case the whole education of the country were put under the jurisdiction of the Board, that there should be a Commissioner similarly paid for each of the different branches, for elementary education, for instance, for academical education, and so on?—My attention has only been called to the elementary branch; if other branches were to be given in charge to the Board, the number of paid commissioners must be increased in proportion.

3425. If there were a greater number of paid commissioners, you think there would be no objection to the other commissioners continuing, as they are at present, unpaid?—I think not.

3426. You would not anticipate, from increasing the number of paid commissioners, that the present commissioners would relax in their exertions?—I do not think they would. All the commissioners enter very warmly and cordially into the business of the Board.

3427. Does the Board appoint its officers?—It does.

3428. Who are the officers which they have at present?—The secretary, the accountant, clerks and inspectors, besides the head-master and the assistants.

3429. Does the Lord Lieutenant in any degree control the appointments?—Not in the slightest degree.

3430. How are they decided?—When an appointment is to be made, the candidates for it appear before the Board successively; each candidate is examined by the Board. The members of the Board note his examination, each according to

to his own views of it; and after the examination is over, the commissioners compare notes, and then express their opinions seriatim.

3431. To what subjects does the examination generally apply?—It applies to the particular duties of the office for which the person is a candidate; the examination of persons, for instance, for inspectorships, goes to the whole course of education, the whole practical system.

3432. Do you require any certificate of previous education to qualify them for such appointments?—Not at present.

3433. Would it not be an eligible arrangement that no person should present himself for examination who could not produce certificates of having studied some particular course calculated to prepare him for the duties of Inspector, to be prescribed by the Board?—Hereafter we expect to have our system so established and conducted that we shall be able to make all the higher appointments from persons already in our service; at present we could not do that.

3434. Do you require any certificate of moral character?—We always require certificates of character.

3435. Do you make any inquiries with respect to religion?—We did not at first, but we do now, with the view of mixing Protestants and Roman-catholics as much as possible together. The first appointment of inspectors that took place was immediately after the appointment of the Board. Several persons appeared before us as candidates; each commissioner examined. After the examination was over, from the number that were before us we had to select four, and it did so happen that, without the slightest communication with each other, without knowing anything of the religion of the parties, we each selected the same four; and that of those four so selected, two were Protestants and two were Roman-catholics.

3436. What time does the examination generally last?—It lasts some hours.

3437. Do you go into any inquiries with respect to the political opinions of candidates who may have taken an active part in Irish politics?—It would be an objection to any person that he had taken an angry part in Irish politics. It is a rule laid down by the Board that no officer of it shall take part in any polemical or political discussion; that no officer shall write upon any polemical or political subject, or attend meetings polemical or political. And in one case in which an officer did write a political pamphlet after that rule was promulgated, he was removed.

3438. Then, to be a functionary under your Board, it is necessary for the competitors to restrain the expression of their political opinions?—While they are with us they must do so.

3439. And before?—I do not say that a man's having given expression to particular political opinions would be an objection; but if he gave way to them in such a way as to show violence of temper, or an indisposition to obedience to due authority, I should consider those objections to his being received into our service.

3440. Would you consider it an objection that he was known as a strong political partizan for some years previous to his standing as candidate?—If by strong be meant intemperate, I should.

3441. You are guided in your choice of your inspectors, of course, by a desire to preserve as much as possible the character of impartiality?—We are very desirous so to act as to mark neutrality.

3442. Have any complaints been made of the conduct of any of those Inspectors so appointed?—There have been occasional complaints; not many.

3443. Upon the ground of political or religious partizanship?—No.

3444. When you used the term polemical, did you mean to imply that if a candidate had distinguished himself by entering warmly into religious controversy, he would by that circumstance alone be considered to have disqualified himself?—I should not consider that his having entered warmly into religious controversy, so as to maintain particular religious opinions, or particular religious principles, with every degree of argument that he could bring forward in support of them, would create an objection to him; but if he entered into controversy in the way in which, unfortunately, men generally do, totally forgetting charity, and with a degree of virulence calculated to produce bad feeling, I should consider that a positive objection.

3445. In short, you would not make any selection that should give the Board the character of partizanship?—Just so; or that was calculated to offend any body of Christians.

3446. Supposing a person were a professed deist, and it came to the knowledge

R. A. Blake, Esq.

11 August 1835.

of the Board, would that be considered as a disqualification?—By a professed deist I understand a person rejecting revealed religion. I do not know what might be the views of others, but I should think deism, in this sense, a disqualification.

3447. Would you consider that the profession of Unitarianism would be a disqualification for the situation of Inspector or other officer of the Board?—I think not. An Unitarian believes in revealed religion.

3448. Would you extend that opinion to the appointment of the Commissioners themselves?—I would; in fact there is upon the Board a gentleman who is a professed Unitarian.

3449. In a previous part of your examination, you have stated that in the religious Selections which are made for the pupils, the objection of any one individual of the Board is considered to be sufficient to ensure the absolute rejection of that portion. How can an Unitarian agree to those portions of the Scriptures in which the divinity of Christ is maintained, they themselves, though believing in the Scriptures generally, having a translation of the Scriptures in which such assertions of the divinity of Christ are not to be found?—The Unitarians with whom I am acquainted in Ireland, (and it was my duty, when one of the Commissioners of Education Inquiry in 1825, to inquire particularly into the practice of the Unitarians at the Belfast Institution,) use the Protestant authorized version of the Scriptures; and the Selections which we have made are substantially from the Protestant authorized and the Douay version, and no objection whatever has been made to them by the commissioner I have already alluded to.

3450. Adopting, as you do, the view that the Board is a desirable machinery for superintending the education of the country, cannot you foresee a state of things in which the Board may be made instrumental in insinuating gradually amongst all the subordinates of that Board, and through them amongst the community, particular views of religion, or morals, or even of politics? Suppose, for instance, that a vacancy should occur this year in a Board such as yours, and that a person of a particular character of politics should be appointed, and that the next year another vacancy should occur, and a person should be appointed, professing the same politics, but entertaining particular views of religion, might not this produce a gradual change of the principles upon which the Board acted, so as finally to introduce a new system altogether into its administration, without the public being immediately conscious of the change?—I do not entertain such an apprehension, any more than that arbitrary principles of government should supersede the free, through sly insinuation; and this I consider morally impossible, considering the activity of the public mind and the power of public opinion.

3451. The question has reference not so much to the peculiar state of Ireland, in which there is a very lively expression of public opinion and great watchfulness at the present moment, but it has reference to a more tranquil state of things, and to the construction of such a Board generally. Might not an imperceptible change of administration, under the circumstances just stated, gradually take place, most mischievous in its tendency and its results upon society?—I cannot conceive, considering the enlightened state of society at present, considering the watchfulness that there is over the proceedings of all public bodies, and considering particularly how sensitive the clergy of the several communities are upon all questions connected with education, that any Board would be allowed so to act as to work the mischief which the question seems to contemplate.

3452. Do you examine the Inspectors in any prescribed order or series of questions, or is it left entirely to the option of the Commissioners who happen to be present?—It is entirely left to the discretion of the members of the Board who happen to be present; we certainly work the candidate pretty fully.

3453. Upon those occasions is the attendance of the Board pretty numerous?—Yes.

3454. Is a certain number of members required to constitute a Board for the purpose of examining candidates for its offices?—Three members are sufficient to constitute a Board, and a Board so constituted may transact any business; but whenever an Inspector has been appointed, I am pretty sure that five members at least have attended.

3455. Would it not be a useful regulation that the entire number of the persons constituting the Board should be present upon an occasion of that kind, in order to produce as true a representation of the opinion of the Board as could possibly

possibly he had?—That may be impossible; but to the best of my recollection, upon the appointment of inspectors we have always had present both the Archbishops, and at least three other members of the Board.

3456. How are the Inspectors paid?—The Inspectors receive a certain annual sum in lieu of all allowances.

3457. What is its amount?—It is now 300*l.* a year.

3458. How many Inspectors have you?—We have eight Inspectors.

3459. Do you find that number sufficient?—For the present.

3460. Is the 300*l.* a year you have specified over and above his travelling expenses?—No, all expenses are included.

3461. What are the duties which the inspectors have to discharge?—They have to visit the several schools, to examine into the conduct of them, to ascertain whether the rules of the Board are strictly observed, and to report to us the result.

3462. Is not the tendency of your mode of payment to make them extremely anxious to get through their business as soon, and to abridge their travelling expenses as much as possible?—It is; but we take care to keep them constantly out for at least nine months of the year; so soon as they return from one circuit they are sent to another.

3463. You do not confine them to a particular circuit?—No, we change them.

3464. Do they visit each school at particular periods, or sometimes in one month and sometimes another?—Sometimes one month and sometimes another.

3465. Do you find this arrangement more efficient than visiting at stated and known periods?—Yes, we think it better that the people should not have notice when they are coming.

3466. Statements have been made, that upon inspection of some of the schools under the superintendence of the Board, the books ordered by the Board were not to be found therein, and that other books prohibited by the Board were discovered instead. On circumstances of this kind coming to the hearing of the Board, what steps have they taken, through the inspectors, to ascertain the correctness of such reports?—The inspectors are particularly instructed to ascertain the books used in the schools, and to report to us upon them, and whether there is anything in the character of the school to give it the appearance of an exclusively Protestant or Roman-catholic institution. The inspectors in their report observe upon any matter which calls for attention. If it appears that there is anything wrong, anything inconsistent with our rules, we immediately communicate with the patron, and if it be not immediately corrected, the school is struck off our list and ceases to receive any aid from us. There have been some few representations made to us of error; and quite certain I am, that in every case where a representation has been made to us, the evil has been immediately corrected, or the connection of the school with us has ceased.

3467. If any such statement as the following were made, namely, that in any particular school mass or prayers were celebrated by the Catholic clergyman morning and evening, not as prayers generally addressed to the Deity, but as Catholic prayers, would such a practice be against the rules of the Board, and if so, what steps would they take to check it?—In some very few cases, owing to the poverty of the parish or district, we have given aid towards the temporary continuance in a Roman-catholic place of worship of a school: I do not think there are half a dozen such cases in Ireland. In cases of this nature, of course the mass is said in the place where the school is held, because the school is held in the Roman-catholic chapel; but in every such case, we have given the aid merely as preparatory to the building of a school-house, and upon the understanding that the aid was not to be continued longer than till the school-house was built. With respect to a detached school-house, if we found that mass was said in it, we should certainly consider that contrary to our rules, and it would be our duty, I consider, immediately to withdraw aid from such a school, unless the practice were discontinued. I recollect that a representation was made to us that mass was said in a school-house, which school-house was connected with a monastery, not part of a monastery, but contiguous to it; that mass was said there an hour before the usual school hours: that was prohibited, and I believe has never since taken place. There was a misunderstanding as to our rule; it was conceived that the thing might be done before the school hours.

3468. Was that circumstance reported to you by the Inspector?—It was.

R. A. Blake, Esq.

11 August 1835.

3469. If the Inspector did not report accurately upon such subjects, what course would the Board take with regard to that Inspector?—He would undoubtedly be dismissed.

3470. Has the Board summary power of dismissal or suspension of their officers, without any reference to the Lord Lieutenant?—Absolute power; we never communicate with the Government as to any act with respect to our officers.

3471. Do you propose giving superannuations to Inspectors after a certain number of years' service?—I wish we were enabled to grant superannuations to persons who may become enable to work.

3472. You think it would be an incentive to the zealous performance of duty?—I think it would be very desirable, not only that the Inspectors should have superannuations, but the masters also.

3473. The Secretary is appointed in the same manner as the Inspector; what is the sum you annually pay him?—The Secretary has 500*l.* a year.

3474. What are his allowances?—He has no allowances, except that he resides in the house.

3475. What are the duties he has to perform?—To take notes of our proceedings, to write such letters as may be necessary in the ordinary business of the Board, to superintend the office generally, and to communicate with all those who may desire to see him respecting schools, &c.; but we desire him never to write an answer to any particular application, unless under our specific directions; and we are so particular, that we do not merely enter into a resolution that the secretary shall answer a letter to such and such an effect generally, but we absolutely give the form of letter which he is to write.

3476. Are the duties of Accountant combined with those of Secretary?—The duties of accountant were originally combined with those of the secretary, but we have thought it best to separate them.

3477. Are they very heavy under the present organization of the Board?—Very heavy.

3478. From what do they principally arise?—Grants to schools, payments for the general purposes of the establishments in Dublin, and so on; we are obliged to have an account with every school.

3479. Does not that produce considerable complication of the accounts?—No.

3480. What is the average length of attendance of the Secretary in the day?—From ten to four.

3481. And of the Accountant?—The same.

3482. Every day in the year except holidays?—Every day in the year except holidays, or an occasional absence.

3483. Is there sufficient business to employ them the whole of this time?—I think there is.

3484. If the business were in any way increased, should you require an additional Secretary?—We might require an additional clerk, not an additional secretary.

3485. If the jurisdiction of the Board were extended to other branches of education, would you consider it eligible that there should be different Secretaries for the different branches?—I think not; I think you would then make the secretary too much the representative of the Board for that branch.

3486. Supposing that the other Board of Commissioners of Education were consolidated with yours, would you consider it desirable that the Secretary of that Board should be made joint Secretary with yours?—I do not see any objection to that, but I should think that the business could be done by one secretary; I think one secretary would be competent to perform the duty of the two Boards.

3487. Supposing Academical education were organized upon an extended plan, would not you think it quite necessary that there should be an additional officer, if the time of the present Secretary be so fully occupied as you have represented it?—I have already stated that there should be an additional officer, but I do not think it would be necessary to have an additional Secretary.

3488. You do not think it expedient to divide the responsibility of an officer such as the Secretary?—No; we have increased our officers from time to time as we have found it necessary from the increase of business.

3489. Is the Secretary responsible for the conduct of the clerks, or are they directly responsible to the Board?—It is part of the Secretary's duty to report to

us anything that may occur in the office, or any inattention or neglect of the clerks; some of us visit the office ourselves occasionally.

3490. Do you think there would be any objection on the part of your Board to a consolidation of its functions with those of the other Board of Commissioners of Education in Dublin?—The question has never been discussed by the Board; and if the Committee will allow me, I would rather not give an opinion upon what their views may be. Speaking as an individual, I see no objection to it; on the contrary, I think it might be advantageous.

3491. You think that the management of the estates and the financial transactions, which at present devolve upon that Board, would not involve you in such additional labour as would preclude the possibility of such an arrangement?—I should say certainly not. From what I know of the duties of the Commissioners of Education, I do not think the duties would be so onerous as that we should not be able to perform them with ease.

3492. Do you not think it is rather a disadvantage with respect to public officers in general, that there should be two Boards with the same name, and with functions so nearly analogous?—I think it objectionable that there should be those two Boards; and I think it would be very advantageous that the funds which the other Board of Education at present possesses should be made applicable to the general purposes of education, combined with those that we have.

3493. These funds, however, having hitherto been applied to Academical education, your former answers would imply that they should still continue to be so applied and not be transferred to elementary education?—I think it would be desirable to have connected with our system some academies: we have recommended in our last report that there should be district model schools, and I think it would be desirable to connect with some of those model schools academies; and that the benefits derived from academical education could thus be secured, and the benefits of the national system of education be extended.

3494. Do you think it advantageous that the whole system of education should be under the management of one body?—I think it is desirable.

3495. Does it not give greater facility of obtaining information of the working of the system throughout the country, and greater opportunities of communicating to the system all improvements which may take place?—I think so.

3496. What power has the Board to form rules and regulations for their own conduct and for the management of the schools?—No power has been expressly given to us beyond the power expressed in Mr. Stanley's letter to the Duke of Leinster; but we assume the power of forming such rules from time to time as we think necessary for the furtherance of the system.

3497. Would it not be highly desirable, both for the information of the public and for the guidance of the Board, that the Board should draw up a Code of Regulations both for its own management and the management of schools?—We have a code of regulations at present drawn up for both, which we have from time to time varied in detail, though not in principle, as our experience has pointed out errors in the original.

3498. Mr. Stanley's letter is your Magna Charta?—Yes.

3499. Would you consider it desirable that your Magna Charta, instead of depending upon the dicta of the Secretary for Ireland, should be embodied in an Act of Parliament?—The rules which we now act upon in some slight degree vary from Mr. Stanley's letter; we submitted those rules, however, to His Majesty's Government before we adopted them: it might be desirable that those rules should be embodied in one Act of Parliament, power being given to the commissioners to make any change in them from time to time that they should think necessary.

3500. Would you not think this a judicious arrangement, that in the Act of Parliament certain powers and duties in a general sense should be given to the Board; and amongst those powers, the power of drawing up regulations both for their own government and for the government of the schools, those regulations to be submitted in their report to Parliament periodically, upon the principle that every year will require changes, and that if they were tied down to the mere wording of an Act of Parliament, they would of course be required to alter this Act almost every session?—I think any Act of Parliament that laid down fixed regulations for the Board, to which they must conform, without having any power of varying them or altering them as circumstances might require, would be very mischievous.

3501. Then would you give them general powers?—I should think it best to give

R. A. Blake, Esq.

11 August 1835.

give them general powers, to state general principles, and to arm them with authority to act from time to time as circumstances might require.

3502. Have you had reference in your answer to the course pursued by the Central Board of the Poor Law Commissioners in this country; the general principles of the Poor Law system are laid down in the Act of Parliament, but a power is given to the Commissioners of framing regulations, under the sanction of the Home Office, which may afterwards be laid before Parliament?—I should be afraid of so much of positive enactment as there is in the Poor Law Act. I think a greater latitude of discretion should be given to the Commissioners.

3503. Is there any general code or constitution for the regulation of schools, drawn up by the present Board?—There is.

3504. Of course a great portion of the course and method of instruction is left to the discretion of the teacher?—It is: we are now preparing a course of examination for all teachers; we have not as yet finally determined upon it.

3505. These regulations you submit to the approbation of the Lord Lieutenant; do you think this an advisable arrangement; does it in any degree interfere with the independence of the Board?—We are at present the mere creatures of the Lord Lieutenant; the sums voted by Parliament are voted to the Lord Lieutenant; and as he has the control of the money, it is proper that he should be consulted upon the rules and principles that are to govern the application of it.

3506. Do not you think it would be a much better arrangement that the money should be given directly to the Board, constituted under an Act of Parliament, and without any power of interference on the part of the Lord Lieutenant, further than what should be specifically conferred on him by that Act?—I think that would be a preferable course.

3507. Would you, amongst such powers given to the Lord Lieutenant, include that of approving of any bye-laws which might be passed for the regulation of the Board, or the regulation of the schools?—I should think it would be sufficient to provide that the bye-laws passed by the Board should be laid before Parliament, and should then become binding unless Parliament otherwise provided.

3508. As the case stands at present, Government have it in their power to change or suppress the Board; in a word, to extinguish the whole system; and the only responsibility for so doing depends upon public opinion and upon the will of a majority in Parliament, there being no legislative enactment to direct them as to the course they are to pursue: is not that the state of the case?—Such is the existing state of the case.

3509. Though at first it might have been deemed advisable not to adopt any legislative enactment before the public had been assured of the success of the experiment, do you consider that now that the experiment has been fully tried, and its success thoroughly ascertained, this danger is no longer to be apprehended from such a course of proceeding?—I should apprehend no danger from a legislative enactment such as I have been describing; an enactment not fettering or limiting the powers of the Board too much.

3510. Would you think it an advisable arrangement that the Board should be an incorporated body?—I think it would be desirable to have it incorporated.

3511. What would be the advantages you contemplate from the incorporation of such a Board?—The Board would have a permanent character; it might also take, provided it were authorized to take, conveyances of land, and it would facilitate its operations.

3512. Do you think it desirable that the Board should possess large estates in land?—No, I do not.

3513. You think it desirable that they should depend upon the public funds?—I think so.

3514. Do you think that the grant should be made annually, or that it should be a permanent charge upon the Consolidated Fund?—I think they should be a permanent charge upon the Consolidated Fund.

3515. Do you think an annual revision would be required, to check any abuse of powers, which must necessarily, if the system of education were very much extended, be very large, and which might under possible contingencies be exercised in a manner mischievous to the community?—I think an annual revision very desirable; I think an annual revision will be secured by rendering it necessary for the Board to present an annual report: although the charge be made permanent upon the Consolidated Fund, it would still be in the

power of Parliament, if it saw anything wrong in the conduct of the Board, to extinguish the charge, or to make such change as the circumstances called for. In that case the Parliament would have to undo what was considered as permanently done; which is very different from having to consider, from year to year, whether the thing shall continue. *R. A. Blake*, Esq. 11 August 1835.

3516. Would not it produce a tendency to indolence, as in the case of the Board of the Education Commissioners who were appointed by Act of Parliament in the year 1813; they have reported to Parliament annually, and yet probably a great portion even of the Irish Members of Parliament are ignorant of the very existence of such Board?—The operations of that Board are so limited as not to engage public attention; whereas the operations of our Board are so extensive as to secure public attention, and animadversion too.

3517. A fixed sum would secure, you think, greater stability and efficiency than if it were an annual estimate, contingent perhaps upon a particular period of the session, or a particular disposition of individual Members?—I think it would; it would give a character of fixedness to the system.

3518. And that, combined with legislative enactment, would settle the public mind upon the utility and permanence of the institution, far more than any arrangements that have yet been adopted?—I think so.

Mercurii, 12° *die Augusti*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

Richard Anthony Blake, Esq., called in; and further Examined.

3519. CAN you state what has been up to this date the annual charge of expense incurred for the official establishment of the Board?—About 2,500 *l.* a year. *R. A. Blake*, Esq. 12 August 1835.

3520. Can you recommend any improvement in that establishment, in order to render it more efficient at the same expense to the public?—I should wish to answer the question in concert with the other Commissioners.

3521. For the keeping in full efficiency the Board, as it is now constituted, you require an expenditure of about 2,500 *l.* a year; in case education were extended to the full wants of the population, as contemplated, to the number of 5,000 schools, would you require a considerable addition of officers, and a considerable increase of expenditure?—We should require an increase of officers, which would of course produce an increase of expenditure; our expenditure too would be increased not merely by an increase of officers, but by the addition of professors for different branches of education, and the establishment of district model schools, as suggested in our last report.

3522. Then the increased expenditure arises not so much from the augmentation of the number of officers of the Board, as from the additional sums required to carry into effect a more extended plan of education than what is at this moment in operation?—Yes.

3523. What would be the expense of the Board alone and its officers, without reference to schools for training, or any other schools, in the case of education being extended to meet the full wants of the inhabitants?—It would come I think, to about 10,000 *l.* a year.

3524. Would you extend the number of Inspectors?—The number of inspectors must be increased in proportion as the schools increased.

3525. They have sufficient occupation at present?—They have.

3526. How often do they visit each school, on an average?—Once a year.

3527. Do you think that is sufficient?—No, I think they should visit each school twice a year.

3528. Do you think they have time at present to visit each school more than once a year?—I think they have not, provided they examine the school with the attention that we require.

3529. Supposing a school of 150 to 200 pupils, what time do you think would be requisite to complete a satisfactory inspection?—An efficient inspection would take the best part of the day.

R. A. Blake, Esq.

12 August 1835.

3530. Does the duty of the Inspector extend to the examination of the pupils?—He should put general questions to the pupils, without any fixed course of examination, to ascertain their proficiency.

3531. Are the Inspectors required to ascertain what progress the pupils have made during the period?—Certainly, and to report to us accordingly.

3532. Do you require the Inspectors to furnish you with minutes of the description of inspection he has made?—He has a form of report, which he is obliged to make to us upon each school.

3533. Is that form uniform in all schools?—Yes.

3534. Referring to the second report of the Board, just printed, do you consider that 200,000*l.* a year would amply provide for the elementary instruction of the people of Ireland?—I believe that it would.

3535. What are the powers of the Board, as at present constituted?—The powers of the Board extend to making grants of money for the purposes of education, either towards the building or fitting up of school-houses, supplying school materials, including books, and providing salaries for teachers; also for maintaining the general official establishment necessary for conducting the business of the Board, and a training establishment for teachers. The Board has the power of striking any school off its list if it finds that its rules are not strictly observed, and generally of enforcing its rules by withdrawing aid where they are not observed.

3536. What is the course which the Board has pursued in applying money to the building of schools?—The Board requires that one-third of the expenditure be locally provided for; the Board never gives more than two-thirds.

3537. Does that include the schoolmaster's house, as well as the room for teaching?—The Board gives no aid towards building a house for the schoolmaster; I think it very unfortunate that the Board is not authorized to build houses for schoolmasters. I think that every schoolmaster should be provided with a house; and that in order to render the system effectual for the good of Ireland, it is most desirable that the character of the schoolmaster should be raised, and persons of a better class than we are now provided with induced to undertake the office.

3538. You would, therefore, recommend that the Board should be authorized to contribute in the same proportion to the erection of suitable schoolmasters' houses as the instructions to the Board at present authorize their doing to the erection of school-rooms?—I would.

3539. These instructions, subject to the approbation of the Lord Lieutenant, may be varied at any time by the existing Government?—Certainly.

3540. Would you recommend any change, and what, in those instructions?—I should wish to answer this question in concert with the other Commissioners.

3541. In what way is land provided for the erection of school-houses?—The applicant for the school is obliged to provide the land as well as he can; there are frequently great difficulties in obtaining land for the purpose.

3542. But the Board is at no expense in procuring the land upon which the school is to be built?—No.

3543. Would you give authority to the Board to procure the necessary land, either by purchase or otherwise, for the purpose of erecting schools?—I would; in like manner as authority is granted to different public Boards to take land where necessary for public purposes, paying a due price for it.

3544. Was it with that view yesterday that you recommended the incorporation of the Board, that they might be empowered to take land?—That was one of my reasons for recommending it.

3545. Do you think it would be the more judicious arrangement, that the land for schools should be vested generally in the hands of the Board, in trust for the public, or in the hands of private trustees, under the direction of the Board?—I think it would be best to vest the whole of the school-houses in the Board, as a corporate body, having perpetual succession.

3546. Would you also comprise the schoolmasters' houses?—Yes.

3547. Might there not be many cases in which an individual would be willing to give up the use of a house to a schoolmaster gratuitously, who yet might not be willing to make a grant to a Board in perpetuity; and equally so with respect to school-houses?—No doubt there might be such cases; but I think that the Board should be authorized to deal with any unwillingness, by having a power of compelling persons to convey land for the purpose, at a fair price, guarding at the same time the owners or proprietors of land from having their parks or their gardens entered, and so forth, in the usual way in which powers given to public bodies to take lands for public purposes are qualified.

3548. Of course it should be subject to the obligation of giving it back to the owner, in case of the school not being continued?—I see no possible objection to that provision, he paying back a fair price for it.

3549. Are you aware of any difficulties or inconveniences arising from the present system of vesting schools in other trustees than the Board?—There is always a degree of inconvenience produced by vesting lands in trustees for those purposes: the lands may become vested in persons who are not fit to be trustees, and who are unwilling to act as trustees; and then one may be driven to the necessity of applying to a court of equity to compel the person in whom the land is vested to do the necessary acts, either for maintaining the school or having trustees appointed.

3550. What would you consider a proper quantity of land to be purchased for the purposes of these schools, in each case?—In general, I should say sufficient to afford a site for a school-house and teacher's apartments, and about an acre of land for a garden.

3551. Would you, in some particular cases, extend the quantity of ground which it should be in the power of the Board to procure for the erection of schools; as in the case, for instance, of agricultural schools in rural districts?—I think there should be a garden annexed to every rural school, in which the children may receive information on points of agriculture and gardening. I think it very desirable that there should be agricultural schools, to each of which there should be annexed a farm of not less than 100 acres; but I do not consider that there would be more than 10 of those required for the whole country. The land required for those purposes might be taken on lease.

3552. In case of the compulsory application of land for the purposes of schools, would you propose that the damage should be assessed in the ordinary way by a jury?—I would.

3553. Is any expense thus to be incurred for the purpose of securing this adequate quantity of land for the erection of the schools, to be considered an additional expense above the estimate contemplated by the Commissioners in their second report?—It is.

3554. Can you state what would be the probable amount, in reference to the contemplated number of schools?—I think it would be about 150,000 *l.*, calculating that the land for each of the 5,000 schools would cost about 30 *l.*

3555. To what extent has the Board carried into effect the establishment of elementary schools in Ireland?—When we made our last report the number was 1,106.

3556. What are the number of scholars?—I think about 145,000.

3557. To what number of additional schools have you already made grants?—We have made grants towards the establishment of 191 additional schools, calculated to give the benefit of education to about 40,000 additional children.

3558. Can you state, of that 40,000, what proportion pay, and what proportion do not pay fees?—I do not think I can supply this information; the Board do not require it.

3559. In looking through the last report, it appears that the expense of building and fitting up school-houses has amounted to about 33,000 *l.*, and the local contributions to about 23,000 *l.*; are the Committee to understand that in this estimate for the future, the same system of contributory payment is contemplated, and in the same proportion?—The whole amount of building schools is contemplated by the estimate.

3560. Do you contemplate that the contributory amount shall equal the amount given by the Board?—No, I think it should be one-third, which is what our rule requires it to be.

3561. Then, since the establishment of the Board, the desire for the extension of education, by both Protestants and Catholics, has been so great as actually to produce a greater proportion of contribution on their part than what you would think they should be expected to pay in future?—It has.

3562. What are the conditions required of a school for obtaining aid from the Board?—We require that the applicant should provide towards the building of the school one-third.

3563. Is that rule rigidly enforced?—It is.

3564. Does every school that makes application, fulfilling the conditions of the Board with reference to the persons who so apply, obtain aid?—By no means.

3565. On what grounds do you give preference to one school over another?—We prefer applications which are from Protestant and Roman-catholic clergymen,

R. A. Blake, Esq.

12 August 1835.

men, jointly, to all others; next to them we place in order applications from clergymen of one persuasion, and from laymen of another; thirdly, from laymen of the two persuasions. But in all cases in which the application is not signed by the clergymen of both persuasions, we require an explanation from the applicants why it is not signed by both; and we require particularly to know whether both have been applied to, and what objections have been made by either.

3566. Do you consider the arrangement of requiring one-third contribution from the applicants, and two-thirds or one half from the Board, to be as judicious as if the Board built the school, and the support of the school and the teacher were thrown upon either the subscribers, or by assessment upon the inhabitants of the district?—I think it would be desirable that the Board should have a power of building school-houses wherever the Board deems it necessary to do so, whether application is made to it or not; therefore I think it would be advisable that the Board should be authorized to expend the whole sum necessary for the building of a school-house; and I wish to be understood, whenever I express an opinion as to the building of a school-house, to include apartments for the teacher. If the Board had that power, I should think that a portion of the money ought to be raised off the district in which the school is to be built, by local rate, in case of contributions not having been tendered.

3567. Would you apply these contributions to the building of the school, or merely to its maintenance, and to the payment of the salary of the teacher?—I think the district should contribute both to the building and maintaining of the school, and the payment of the salary of the teacher.

3568. Would you require, previous to the building of the school, a legal guarantee from the district for such assessment?—I think the Board should have the power of enforcing a local assessment, if the district should not make the necessary assessment, after getting a school-house built at the expense of the Board upon the faith of one.

3569. Would you continue the assessment for any limited period, or for ever; and how would you carry into effect, in either case, such assessment?—The assessment for the building of the school would, of course, be temporary. I would give to each district the power to assess the land of the district, for the purpose of contributing towards the expense of building the school. Upon an application being made from the district, the Commissioners should be authorized to advance the funds necessary for the building, to a certain extent, and to require the proportion to be paid by the district to be advanced by it; and in case the applicants did not advance their portion or share, there should be a power vested either in the Board, or in some other body, to compel them to do so. For instance, if an application were made to the Board for the establishment of a school-house which was to cost 90*l.*, the district would undertake to pay 30*l.*, the Board 60*l.*; if the Board, after it had advanced a portion of the money, found that the district was not advancing its portion, the Board, or some other public body, should be authorized to compel the district to raise it by assessment. In giving this answer, I contemplate, of course, future legislative enactment: such enactment must precede any assessment. The legislative enactment giving the power of assessment should authorize the Lord Lieutenant, or some other public authority, to divide Ireland into school districts, which districts should be defined, and the landowners of each district, or a certain portion of them, should be authorized to raise the money necessary for the purposes of the school, by local assessment.

3570. By the arrangement you propose, you throw not only the sum for the building of the school upon the district, but also the contributions for its maintenance. Would you exempt the Board from any contributions in aid of the maintenance of the school or the salary of the teacher?—I think the funds should be raised locally for the maintenance of the teacher and for the support of the school, to a certain extent, but I think it would be desirable to vest in the Board a power of granting gratuitous rewards to teachers who particularly distinguished themselves.

3571. What do you mean to include under the words "support of the school"?—I mean the expense of repairs, &c.

3572. On what principle would you determine the amount of contribution respectively to be paid by the State and by the district, to the building and support of schools?—I propose that the State should bear a certain portion of the expense, and that the rest should be borne by the district. I know of no fixed principle which should regulate the particular portion to be borne by each.

3573. Would you think the following a preferable arrangement to the one you have suggested: namely, that the Board should go to the entire expense of providing the land,

land, and building the school and the house for the schoolmaster, and that the district or parish should be bound to pay the salary of the master and the expenses for the support of the school; that the contribution of the parish should be levied by assessment, such as you have already suggested to the Committee; and that the Board, previous to the building of such school, should take a legal guarantee from the parish for such assessment?—The principle which I have suggested in my answer to the preceding question, could be carried into effect in the way suggested in this question. I have suggested that the State should bear a portion of the charge, and that the district should bear another portion of it. If the State incur the entire expense for the building of the school-house and the purchase of the land, then the portion of expense to be incurred annually for the salary of the teacher and the keeping the premises in repair might be borne by the district. I would, however, say that the supply of books, which I consider to be the most material subject for consideration in the whole of the present matter, should be entirely entrusted to the Board; I do not think that there will otherwise be secured the use of such works as ought to be in the hands of children.

3574. Though it be important that the Board should provide all the books or public instruction, do you think that is any reason why the district should not be obliged to pay for those books, and include such expense among their other expenses for the maintenance of the school?—If a fund be given permanently to the Board, such as I understand is at present contemplated, I think that fund would be sufficient to enable the Board to maintain its establishment in Dublin, to maintain the Normal or Model schools which are suggested in the last report, and to provide books for the several schools: and if the Board be supplied with a fund sufficient for those purposes, then it would not be necessary for the district to provide for them.

3575. Do you think that the arrangement of the Board building the school, and the parish levying by assessment for the salary of the teacher and the maintenance of the school, is better than that which should require the Board should contribute a portion to the building of the school, and the district should contribute another portion, and that the maintenance of the school should be thrown solely upon the district?—I think the best arrangement would be, that the State should build the school and provide the site, and that afterwards the school-house should be kept in repair, and the salary of the teacher paid, by local assessment; that the expenses of the official establishment in Dublin, of the salaries to teachers, the model schools, the books and school requisites, the inspection and training department, should be borne by the Board, out of the funds supplied to it by the State.

3576. In case contribution by assessment were considered advisable, have you considered the precise means by which it should be carried into effect?—I think the assessment ought to be laid on by the persons who are to pay the rate, and that it should be borne by persons having interests in land, according to their respective interest: it should be in the nature of a landed-property tax.

3577. In addition to this, would you recommend also the payment of school fees by the children frequenting the schools?—I think part of the income of the master might be made up of fees paid by the children; but I think that each primary school should be open to a certain number of free scholars, that number to be determined in each place by the local managers.

3578. Has difficulty been experienced by the Board in establishing schools in poorer districts, from the difficulty of obtaining contributions, in the first outset, for building schools?—I have no doubt that we should have many more school-houses built than we have, if it were not for the want of funds, from the poverty of the districts in which they are required.

3579. In case the Board should build schools in those districts, do you think such districts would make objections in general to an assessment for the maintenance of the school?—I cannot tell; I have not sufficient local knowledge of the different districts of Ireland to speak to that, but I think the maintenance of a school in the way I have suggested would be quite a fair subject for local taxation; and that the persons who have landed property ought to be charged with the support of the school, and that their interests would be best considered by having a school established.

3580. Would you carry this assessment low down in the scale of property, or would you throw it solely or chiefly upon the proprietors of the land or the holders of long leases?—I would have it upon all persons having an interest, to a certain extent, in land; I think any person having an interest in land to the amount of

R. A. Blake, Esq.

12 August 1835.

20 *l.* a year should be liable. I contemplate that a tenant who has a beneficial interest should be liable to a certain extent.

3581. Will you state what, with reference to the estimate of permanent expenditure in the Second Report of the Commissioners, you would consider the departments of the expense which should fall exclusively upon the State, as objects of national interest, rather than as objects for local assessments?—I think the following items of charge should be entirely borne by the State: the official establishment, books and school requisites, inspection and training department, and salaries to teachers in the Model or Normal schools.

3582. What do you estimate would be the cost of providing these items to the fullest extent that Ireland would require?—I think about 50,000 *l.* a year.

3583. Then supposing you had at your disposal 100,000 *l.* a year, you would have more than, according to that estimate, is required as the State's contribution towards education in Ireland?—I have stated the objects to which I think the fund supplied by the State ought to be in the first instance mainly applied: if there was a larger sum than 50,000 *l.* a year at the disposal of the Commissioners, the surplus might be applied, in ease of the districts, towards the support and maintenance of the schools and teachers.

3584. Do you prefer the system of assessment to the system of voluntary subscriptions for schools?—I do.

3585. On what grounds?—Because of the certainty it would afford of the maintenance of the school.

3586. At present the existence of a school in a parish is a matter entirely dependent upon the casual liberality of a few public-spirited individuals; and that you consider a position of things which is extremely unjust to those whose benevolent and humane feelings induce them to contribute?—I think so.

3587. Have you found, either from your own experience or information received from others, that where local subscriptions are adopted the school often falls under patrons who, taking advantage of the largeness of their subscriptions, interfere with either the management or the principle of the school, and sometimes injuriously?—I have not found that.

3588. What would be the amount of salary you would allocate to teachers in parochial schools?—I think in general the salary of the teacher should be from 25 *l.* to 30 *l.* a year, he being also provided with apartments, and having the benefit of the garden which I have suggested.

3589. From your experience of the general character and situation of teachers in Ireland, do you think that would be a remuneration sufficient to encourage men to devote themselves to that profession?—I think it would for primary schools.

3590. Would you allow the Board a right of giving gratuities to teachers?—I think there should be a power of giving gratuities lodged somewhere, either in the Board or the local managers. We have suggested in our last report, that the salary of the teachers should be 25 *l.* a year, and that there should be a power of adding to it to the extent of 5 *l.*, according to the report made of it on the annual inspection.

3591. Would you give to the Board the power of granting superannuations for long and faithful service on the part of the teacher?—I think it very desirable that superannuation should be provided for.

3592. Would you give the Parish the power of varying the assessment, and altering the amount of the salary of the teacher?—To a certain extent, but not without limit; I think a certain sum should be secured for the teacher.

3593. You would place a minimum but not a maximum?—Exactly so.

3594. In giving districts the power to assess themselves, would you think it right that they should have the power also of appointing a Committee for the application of the sum so levied?—I think that there should be a body of local managers established in each district.

3595. How would you choose them?—They should be selected by the ratepayers.

3596. What powers would you give them?—I would give them the power of appointing the master, and of removing him in case of misconduct.

3597. Would you subject that appointment in any way to the control or approbation of the Board?—Certainly; the master should undergo examination before he was allowed to undertake the management of the school, and the person to be appointed

appointed should be a person educated, for a certain period at least, in one of the Normal schools.

3598. Would you propose that the Committee should have the power of naming one person absolutely, or of giving in three names, and allowing the Board the option of choosing from the three?—I think, in order to avoid any jealousy of the Board, it would be better to leave the appointment, subject to the regulations and restrictions I have mentioned, entirely to the local managers. I rather hope that persons may be educated through the Normal schools with the view of undertaking the business of a master, as they would in order to prepare themselves to undertake any other business.

3599. Do you think that if there were an absolute power of appointment in the School Committee of the Parish, the appointment would become a matter of previous canvass, for many years perhaps, as is sometimes the case in the appointment to the situation of physicians of fever hospitals, &c., which probably would be obviated by sending in three names to the Board?—There would be a canvass for the three as well as for the one: the election of an improper person would be guarded against by his being required to undergo an examination, and the power of the parish would be regulated in a degree by requiring that the person should be educated at one of the Normal schools, and should pass an examination before the Board.

3600. Would you require that lists should be published annually of the candidates who had passed through the Normal schools, in order to give an opportunity to the local Committee of making a judicious selection?—I see no objection to that.

3601. To whom would you entrust the power of examining teachers?—We have suggested in our last report that we should have five professors in our training establishment, and I would have the examination by them in our presence.

3602. By whom should those five professors be chosen?—By the Commissioners.

3603. Would you give a power to the Board to censure or to remove the teachers so appointed by the parish, in case of incapacity or misconduct?—I would give power to the Board to remove any teacher, if the local managers refused to remove him for cause.

3604. But in the first instance the complaint should be laid before the local Committee?—Just so.

3605. If any complaint were made to the Board of any person unconnected with the local Committee, would you think it right that the Board should immediately see that such person were tried by the local committee, or would you recommend that they should take it into their own hands?—I think the Board should refer any complaint of a master to the local managers; the local managers to report to the Board thereupon, and then the Board to act according to the justice of the case.

3606. In case of nonpayment of the salary fixed by the district, would you give any legal remedy to the master for the recovery of such due?—Certainly.

3607. What remedy would you suggest?—The persons that appointed him would be answerable to him for it; he ought to have the same remedies that any other public officer has for recovering a salary.

3608. Supposing a case occurred of sectarian interference on the part of the managers, what remedy would you afford to the Board for the purpose of correcting such interference?—Removing them.

3609. Would you entrust the Board with the power of removing the representatives of the Parish?—I would entrust the Board with the power of enforcing its regulations by all the necessary means, and certainly if the managers were acting improperly, I would give a power to the Board of removing them; you must have a power somewhere of removing officers that were not faithful to their duty; the managers would be public officers performing a public duty.

3610. Supposing a Committee of 10 persons, representing the parties in the parish, would it not be a dangerous principle to give to the Board a power of removing them altogether, and substituting in their places others of their own selection?—I do not suggest that the Board should have the power of substituting others. I consider it much safer to entrust the Board with a power of removal than to leave it to the discretion of the parochial or district authorities to remove or not as they might think proper. I would provide that the Board should have the power of insisting that those managers should be removed, and requiring a new election.

3611. Would you propose the School Committee should be elected annually?—The

R. A Blake, Esq.
12 August 1835.

—The election should be for a limited time; for one, two or three years. I should think it best perhaps that a certain number of the managers should go out every year, and others come in, in their place.

3612. Would you require that certain official persons in the Parish, such as the clergyman of the parish, or the magistrate of the parish, should be members?—No, I should not; but the clergymen of the different persuasions ought to be visitors of the school.

3613. You would not require that they should be upon the Committee?—No; if you did you might find it impossible to have a working committee; you might find persons that would not act together. I would leave it entirely to the choice of the parish.

3614. You would give the local Committee no power of interfering in the course of instruction?—No.

Jovis, 13° *die Augusti*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

Denis Brenan Bullen, M. D., called in; and Examined.

D. B. Bullen, M.D.
13 August 1835.

3615. YOU reside in Cork?—I do.

3616. What is your profession?—Doctor of Medicine.

3617. Have you given much attention to the subject of education generally?—It is a subject in which I always felt great interest.

3618. Have you had opportunities of personally judging of the state of education in Cork?—I consider that I have had very good opportunities of judging, from several holding the public situations I do.

3619. To what departments of education have you principally directed your attention?—To the state of education amongst the middle and upper classes; I have also had considerable opportunities of judging of the state of education amongst the lower orders, in consequence of being surgeon to a very extensive charity, in which thousands come under my care every year.

3620. What are the institutions for the education of the middle and upper classes at Cork?—Private schools; there is a diocesan school, but I consider that a private school.

3621. Is there any public institution at Cork for the education of the middle and the upper classes?—There is not.

3622. Is there not an institution which goes under the name of the Cork Institution?—The Cork Royal Institution was never a place of general education.

3623. When was the Cork Institution founded?—The Cork Institution was originally founded in the year 1803 or 1805. Mr. Hincks, who is now attached to the Belfast Academy, had a very extensive school, and he was very much respected. The commencement of the Institution was his giving scientific instruction to his pupils. A few gentlemen assembled together to subscribe to get a philosophic apparatus, to enable him to illustrate his lectures; his lectures beginning to attract much interest, were opened more extensively to the public at large; and at the time when the Duke of Bedford was Lord Lieutenant, a number of gentlemen associated upon the occasion of Sir John Newport, the Chancellor of the Exchequer, being at Cork, to endeavour to form a scientific institution, and to obtain a charter of incorporation, which charter was granted, a copy of which I have here.

3624. Will you have the goodness to hand it in?—[*The Witness delivered in the same.*]

3625. Can you give an outline to the Committee of the general nature of its constitution?—The general nature of the constitution of this charter was to promote every useful improvement in the arts and manufactures, and the promotion of useful knowledge, as applied to the practical purposes of life. Together with this charter, was framed a very elaborate, as was thought at the time, system of bye-laws. My father was one of the original members engaged in framing the Cork Institution: in framing it originally, the persons interested felt themselves strongly coerced, to avoid giving the Institution an extended character; in fact, they received their grant upon certain conditions, which were that it should not assume a collegiate character.

3626. Regular courses of study for boys seem to have been excluded?—Severe study

study was excluded, or anything that assumed the character of a collegiate institution.

3627. It was constituted more upon the principle of the Dublin Society than of the Belfast Institution?—It was constituted, so far as I can judge, to provide scientific recreation for the higher orders.

3628. Were there schools of any kind attached to the Institution?—Never.

3629. It was limited to lectures?—To lectures, to the botanic garden, and to the most useful department, the agricultural; the agricultural department, however, after a while became very much mismanaged.

3630. Did it attract considerable attention at Cork?—The novelty at first excited considerable attention.

3631. Did Government grant it a building?—No; I look upon it to have been a great misfortune to the Institution, that a large building was not the very first thing provided; the building they got was a makeshift, and they could not secure a good title to it. A great deal of money was spent, and there was no interest secured by the expenditure.

3632. Was the property of the Institution held in shares by the proprietors?—Yes: the original Institution was formed of proprietors; the original price of shares was 30 guineas.

3633. What powers were the shareholders invested with?—They were made a corporation, and invested with the power of electing managers, who conducted all the affairs of the Institution.

3634. Had they sufficient funds at the outset to purchase a building?—They had, but they invested it in the funds, instead of laying it out in a building.

3635. Was the incorporated body involved in any litigation, in consequence of this difficulty of procuring a title?—I cannot say they were; but the want of a prominent and extensive building at the outset, I conceive crippled the utility of the Institution ever after.

3636. Was the land allotted for the botanic garden given by the Government?—No, it was rented at a very high rent, and selected in a very unfavourable secluded situation, and is now given up by the Institution, and converted into an extensive burial ground.

3637. Has the interest been disposed of?—It has; and the garden is now an extensive cemetery like Père la Chaise.

3638. Have they got any substitute for this botanic garden?—None whatever.

3639. You stated that the agricultural department was more efficient than the others; in what particulars?—They gave premiums, and encouraged the formation of farming societies, which certainly did a great deal of good; they also founded a lectureship for agriculture, and endeavoured to form an agricultural school; but from all I can learn, they were unfortunate in the hands into which it got, and they failed.

3640. Where was it established?—The professor of agriculture endeavoured to convert his own farm in the neighbourhood into an agricultural school, and to give practical instruction there; but with reference to the early history of the Institution, the evidence taken before the Commissioners in 1826 will give much more information than I can.

3641. Is that report considered correct by the managers of the Institution?—It is: the effect of that report was the withdrawal of the grant; and though I lost 100*l.* a year by the withdrawing it, I consider that Government had no other alternative, for the Institution did not effect equivalent good to society.

3642. When were you connected with it?—I was elected lecturer of chemistry in the year 1828.

3643. Is the power of electing the lecturers in the body of managers?—It is.

3644. From that period to the present, what have been the changes?—Immediately upon my appointment the Parliamentary grant was withdrawn, in consequence of the Commissioners' report. On the withdrawal of the Parliamentary grant, a meeting of the proprietors was called to know what should be done in the altered circumstances of the Institution. At that meeting I attended; and though not a proprietor, I was requested by some of the gentlemen present to state my opinions as to what changes should take place in the Institution, in order to maintain it and extend its usefulness. I laid before them my views with regard to giving the Institution a collegiate character. The proprietary adopted my views, and those views were put down in the form of a little pamphlet, which I will hand in to the Committee.—[*The Witness delivered in the same.*]

D. B. Bullen, M.D.

13 August 1835.

3645. What were the chief suggestions in that pamphlet?—The chief suggestions were, to establish a faculty of arts and manufactures for general knowledge and a faculty of medicine, so as to create a medical school; the faculty of arts to consist of a lecturer on moral philosophy, elementary logic, rhetoric, literature, and history. I also proposed the institution of a professor of mathematics, a class which I conceive very much wanted in a town like Cork; a professor of natural philosophy, a professor of natural history and comparative anatomy; and also to establish, in connexion with the Institution, a school for civil engineering. The faculty of medicine should consist of lectures on anatomy and physiology, surgery and pathology, chemistry, practice of physic, botany, and such other branches of medical science as competent members of the profession might be willing to undertake.

3646. Was this suggestion adopted by the proprietors?—It was, and at a meeting of the proprietors a deputation was appointed to wait upon the Government.

3647. When was this?—In the latter end of 1829: at the beginning of 1830 a memorial was agreed upon, which was sent to the Irish Government, a copy of which I will hand in.

[*The Witness delivered in the same, which was read as follows:*]

To the Right Honourable Henry Goulburn, Chancellor of the Exchequer, &c. &c.; the Memorial of the Proprietors of the Cork Royal Institution.

That the Cork Royal Institution was founded in the year 1803, by the subscriptions of private individuals in the city and county of Cork, for the purpose of diffusing the knowledge and facilitating the general introduction of all improvements in arts and manufactures, and for teaching, by courses of philosophical lectures, the application of science to the common purposes of life.

That the utility of such an establishment recommended it to the favourable notice of His Majesty's Government, and in the year 1807 the proprietors obtained a Royal charter of incorporation, and a Parliamentary grant of 2,000*l.* That his Grace the Duke of Bedford, then Lord Lieutenant of Ireland, anxious to promote by every means in his power the objects contemplated by the Institution, authorized the Right hon. Sir John Newport, at that time Chancellor of the Exchequer for Ireland, to signify to your memorialists that the building in this city called the Old Custom House should be given to them for the various uses of the Institution.

That the Commissioners of the Revenue were not prepared at the time to give possession of this building; and it being necessary to provide some premises temporarily, to carry the plans of the Institution into operation, the Irish Government was pleased in the year 1810 to recommend to Parliament an addition of 500*l.* to the original grant, for the purpose of defraying the rent, taxes, &c. of such premises as may be engaged, making a total of 2,500*l.*, and which grant was continued undiminished down to the year 1822.

That lectures have been annually given at the Cork Royal Institution, on natural philosophy, chemistry, natural history, including mineralogy and botany, besides occasional lectures on other subjects of useful knowledge. That these lectures have been numerously attended, and have materially contributed to the advance of scientific and general knowledge amongst the middle classes of society in this city and neighbourhood.

That in order to increase the usefulness of the Cork Royal Institution, the proprietors have lately agreed to a plan for engrafting on it a system of education in some degree assimilated to that of the Scotch colleges, by which young men may be instructed at a moderate expense in the higher branches of knowledge, to prepare them for the active pursuits of life.

A copy of this plan is submitted herewith, for your consideration and approval.

That to ensure the full success of this plan, it will be of the first importance that the attendance at the lectures given at the Cork Royal Institution, should be recognised not only by the various medical and surgical schools of the United Kingdom, but also by Trinity College, Dublin; so that a student attending the courses of instruction at Cork, may be allowed a proportionate period of the time required by these several establishments. The expediency of such a regulation involving other considerations than are herein mentioned, will appear so manifest, that your memorialists are satisfied their appeal will not be made in vain when the proper time comes for proposing it to the heads of these national intitutions of literature and science.

That there at present exists attached to the Cork Royal Institution, museums of natural history, mineralogy, &c. &c.; a valuable and extensive scientific and medical library; a collection of philosophical and chemical apparatus; a chemical laboratory; an observatory, furnished with the necessary instruments for taking astronomical observations; and in addition to these, a splendid series of casts from the antique, the gracious gift of His present Majesty: all which valuable materials your memorialists are willing to devote in furtherance of the objects of the proposed collegiate establishment.

Your

Your memorialists have received an intimation from his Grace the Lord Lieutenant, that it is the intention of Government to recommend to Parliament a reduction in the annual grant of the Cork Royal Institution, to the sum of 600 *l.* for the year 1830. Your memorialists will defer gratefully to the deliberate determination of Parliament on the subject; but they indulge in the belief that it will be found in perfect accordance with the principle on which Parliament is disposed to promote the cause of education in Ireland, to extend to the plan which your memorialists are desirous of carrying into effect, the co-operation and assistance of Government in its first efforts of establishment, without making it any further a charge on the public exchequer.

That the want of a collegiate establishment has been long felt in the south of Ireland. That Cork, the principal city of a province whose population nearly equals that of the whole of Scotland, presents peculiar advantages for such an institution, not only as being remote from the metropolis and surrounded by a number of large towns, but being besides provided with most of the requisites essential for giving immediate effect to its operations, by means as well of its valuable collections and library before adverted to, as of its extensive medical and surgical establishments.

That your memorialists respectfully submit, that the old custom-house not having been given to them as promised, they have a claim on the good faith of Government for the 500 *l.* per annum granted in lieu thereof, or a sum equivalent thereto; at the same time your memorialists trust that His Majesty's Government will not recommend to Parliament to limit its co-operation to that extent, but will enable them to give effect to their exertions in favour of education, as detailed in the plan submitted herewith; and your memorialists have no doubt that the public spirit of the inhabitants of the county and city of Cork, as well as of the whole province of Munster, will induce them heartily to second the beneficence of Government, and the views of the proprietors of the Institution, in this important and national object.

3648. Did the deputation wait upon the Chief Secretary with that memorial?—Yes; the deputation consisted of the city and county Members, a few of the proprietors, and myself. We waited upon Lord Francis Leveson Gower, who was then Chief Secretary, and had a very long communication with him, stating our wishes; and we received from Lord Leveson Gower, a few weeks after, a communication, which I will now read.

[*The Witness read the same as follows:*]

Sir, Dublin Castle, 14 January 1830.

I HAVE the honour to acknowledge the receipt of a memorial addressed to his Grace the Lord Lieutenant, on the part of the Cork Royal Institution. I am to inform you that his Grace has directed his particular attention to that portion of the document in question which relates to the proposed conversion of the present Institution into an establishment of a collegiate description: the view taken by his Grace of this application is not such as to justify him in holding out any prospect that he will be enabled to recommend to Parliament an issue of public money in aid of the proposed undertaking. His Grace trusts that credit will be given to him for the regret which he must feel at the adoption of any course which may bear the appearance of indifference on his part to the interests of science and literature; but as at present advised, he feels compelled to pause before he ventures, by holding out any prospect of the assistance of Government, to induce others to embark in the undertaking on the faith of that assistance. The novelty of the principle on which the aid of Government is requested, the difficulties which might eventually arise from its bearings upon public existing institutions of the country, present considerations which, though they do not induce his Grace to censure or condemn the proposal, or to withhold in any degree from it the respectful attention which is due as well to the nature of the subject as to the station and character of the individuals who have brought it forward, yet compel him, with reference to it at present, to direct the communication which I have now the honour to make.

I have, &c.
F. Leveson Gower.

3649. In the memorial you presented to the Chancellor of the Exchequer, it does not appear that you ask for any grant of money, with the exception of 500 *l.* a year, in lieu of the Custom-house, which had formerly been proposed?—That was all the money we asked; because our opinion was, that if we got a suitable building, and if we got the privileges, we could maintain ourselves after a short time without any further grant of money.

3650. It appears that the principal objection in answer to your memorial refers to the application you made for the grant of a collegiate character to the Institution, and the privilege of conferring degrees?—That was the objection, more than any pecuniary consideration.

3651. Do you recollect from what circumstance this objection arose; did it arise from any feeling of hostility to the project entertained by Trinity College?—

D. B. Bullen, M.D. I am convinced that the opposition arose from the learned bodies which at present have a monopoly of all the advantages arising from their privileges.

13 August 1835.

3652. Did you renew this application in any other form?—We did, when the Marquis of Anglesey came over, and the Whigs, with some of the present Ministers, came into power. We conceived a more liberal policy would influence them with regard to education. I drew up this memorial, which was afterwards addressed to the Marquis of Anglesey, and which, with the permission of the Committee, I will read.

[*The Witness read the same as follows:*]

To Henry, Marquis of Anglesey, Lord Lieutenant-general and General-governor of Ireland; the Memorial of the Proprietors and Managers of the Cork Royal Institution.

That the Cork Royal Institution was founded in the year 1803, by the subscriptions of private individuals in the city and county of Cork, for the purpose of diffusing the knowledge and facilitating the introduction of all improvements in arts and manufactures, and for teaching, by courses of philosophical lectures, the application of science to the common purposes of life.

That the utility of such an establishment recommended it to the favourable notice of His Majesty's Government, and in the year 1807 the proprietors obtained a Royal charter of incorporation, and a Parliamentary grant of 2,000 *l.*

That lectures have been annually given at the Cork Royal Institution, on natural philosophy, chemistry, natural history, including mineralogy and botany, besides occasional lectures on other subjects of useful knowledge; that those lectures have been numerously attended, and have materially contributed to the advance of scientific and general knowledge in this city and neighbourhood; and that these lectures must for the future be discontinued, to the detriment of the spirit of intellectual cultivation which had been excited in the rising youth of Cork.

That the Parliamentary grant was conferred upon the proprietors for certain objects specified in the bye-laws, which objects have been always sedulously fulfilled; that the principles, however, upon which the Institution has been heretofore conducted were necessarily of a more limited nature than may now be established, having been determined at a period when scientific knowledge was comparatively in its infancy, and when there were few similar institutions to afford a precedent for its creation and details.

That practical scientific information has since become of such primary importance in every active pursuit of life, that no institutions for diffusing knowledge can be maintained in this country, excepting those of an academical character, in which the system of instruction is founded upon principles of severe and continued study, and to the support of which the persons enjoying the benefits are individually obliged to contribute.

That the want of a collegiate establishment has been long felt in the south of Ireland, in which the middle classes may obtain on cheap and easy terms a scientific and practical education, intermediate between the elementary system of the grammar school and the more expensive and higher instruction of the university.

That the Cork Royal Institution is the only incorporated body, south of Dublin, consisting of persons of every sect and denomination, without any invidious distinction whatsoever which could serve as a basis for creating such collegiate establishment; that Cork, the principal city of a province whose population nearly equals that of all Scotland, presents peculiar advantages for such collegiate institution, not only as being remote from the metropolis, and surrounded by a number of large and populous towns, but being besides provided with most of the requisites essential for giving immediate effect to its operations.

That the proprietors have heard with gratitude the intention of Government to give them room and accommodation in the old custom-house, and also that Parliament have placed at your Excellency's disposal the sum of 30,000 *l.* for schools and education in Ireland.

That your memorialists hope speedily to be enabled to establish professorships of the ancient and modern languages, rhetoric, moral philosophy, mathematics and civil engineering, in addition to the professorships of natural philosophy, chemistry, natural history, mineralogy and agriculture; that they particularly call your Excellency's attention to one branch of instruction, civil engineering, for which there is no school professedly in the empire. In opening roads, forming railways, cutting canals, draining bogs, and developing in every way the agricultural resources of this country, a knowledge of civil engineering, generally diffused amongst the resident middling classes, would be found of the highest practical benefit.

That a school of physic and surgery has existed for some time in Cork; that this city possesses particular advantages for a great school of medicine, in its extensive medical and surgical establishments, as well as in the facilities afforded for the study of practical anatomy; that the south of Ireland has been heretofore almost entirely dependent for professional education upon the colleges of Scotland and France, for which immense sums of money have been annually drawn; the money thus expended would be fully adequate for the support of a creditable and most extensive school, provided this city obtained collegiate privileges equal to those enjoyed by Edinburgh, Glasgow, Aberdeen and St. Andrews.

That

That your memorialists respectfully submit, that in order to establish the proposed system of collegiate instruction, and to ensure the services of eminent men in the different departments, a certain moderate stipend should be secured to them in the first instance, proportionate, after a few years, to the amount of fees received in the several classes.

That your memorialists respectfully submit to your Excellency, that Cork has as great if not greater claims upon the bounty of Government than Belfast or any other city in Ireland, not only on account of its exceedingly large population, but as being suddenly deprived within the last few years of almost every public establishment which promoted the expenditure of public money, and by so doing, served to testify the consideration of Government: that your memorialists have viewed with deep regret the withdrawal of that fostering support which the local efforts to improve the condition of this exhausted country require; and they confidently hope that your Excellency will be graciously pleased, now that the means are placed at your Excellency's disposal, to promote the foundation and secure the existence of an academical institution from which all spirit of party is excluded, and for the support of which your memorialists, as well as the inhabitants of the city and county of Cork, and whole province of Munster, are willing heartily to second the beneficence of Government.

D. B. Bullen, M.D.

13 August 1835.

3653. What answer was returned to the memorial?—We got possession of the old Custom-house, and received an answer that our memorial had been received. We have not got any further answer.

3654. Have you made any other application since?—We waited since in expectation of general legislation upon the subject of education, resolving to apply the Institution as far as possible to promote any system of national education that Government may devise.

3655. You seem to have been impressed with an idea that a portion of the 30,000 *l.* which the Parliament had voted for national education, could be diverted to this object?—We were in hopes that it would; because the money was given for general education, and we conceived that there is no more important branch of it than this.

3656. On what terms did you get the Custom-house from Government?—For the use of the Institution, at 70 *l.* a year, which is a very low rent.

3657. Have you a perpetuity in the custom-house?—We hold it only during pleasure.

3658. Has Government reserved any portion of the house?—There was a small portion reserved to the excise-office, a lodge adjoining.

3659. What is the frontage of the old Custom-house?—About 95 feet.

3660. What is the accommodation?—In the present building of the Custom-house there is a very excellent lecture-room, newly fitted up; a very excellent library, apartments for the officers, a board-room, and museums of natural history and mineralogy; and a very large cast-room, for the collection of casts presented by King George the Fourth.

3661. What is the state of the building?—It is not in very good repair. It would require an expenditure of 700 *l.* or 800 *l.*

3662. Do you know when it was built?—It is, I suppose, 90 or 100 years old, and would require about 1,000 *l.* laid out upon it.

3663. Is the state of the walls good?—The walls are excellent.

3664. Can you give any idea what is the size of the gallery of casts?—I suppose the gallery of casts is about 56 feet long by 22 broad.

3665. Is it quite adequate for the purpose?—No; the casts would require a larger room; they are rather confined for want of room. The library is of the same length: the new lecture-room would accommodate about 230 persons.

3666. Do you consider that adequate?—More than adequate for any class they will have in the present establishment.

3667. Is there any ground attached to it?—There is a court-yard.

3668. Is it detached from other buildings?—On one side there are some old houses attached, belonging to private individuals, but they are of a very poor description.

3669. Would there be difficulty in purchasing them up?—There would be difficulty in purchasing them; but there would be no difficulty in taking them under a general power.

3670. Has any plan been under the consideration of the managers for the enlargement and improvement of these buildings?—They have been discussing a great many plans, but the want of means prevents them from doing anything.

3671. Have you any plan that you can lay before the Committee upon the subject?—If the Government was to assist in building the college, here is an elevation

D. B. Bullen, M.D.

13 August 1835.

tion which I have obtained, and an estimate of the expense which the proposed building for a provincial college would cost. The length of this building is 150 feet; the length of the whole plot of ground is 206.

[*The Witness delivered in the Elevation and Estimate.*]

3672. Would not you require a more considerable space around the college than what you shew here?—It would be desirable, but that building is in a very open space of the city.

3673. Do you think it an eligible situation for such a college?—Most eligible; it is very central, and at the same time retired from noise.

3674. Would it be sufficiently near the country for the purpose of botanical instruction?—There should be a botanical garden provided, for instruction in botany; and in the improvements that are taking place down the river, I understand it is contemplated by some of the public bodies to establish a large public garden immediately in the neighbourhood of Cork, which would enable botanical instruction to be provided.

3675. What would be the distance from the Institution?—Not above half a mile.

3676. Have you the ground plan and other plans of this elevation?—Those are matters of detail, which should be determined hereafter.

3677. Is it considered by the Committee that this building would be adequate?—I cannot say that it has been considered by the committee, because it has not been laid before them.

3678. What accommodation would it furnish?—It would give good accommodation for education, upon the plan of the Scotch colleges, for 400 or 500 students, in all the departments of useful knowledge; similar to what is taught by the Glasgow and Aberdeen colleges.

3679. What is the estimate for the building?—£. 10,580.

3680. If Government were to grant the 10,580 *l.* for the building, would you consider it requisite that they should make any other grant, either for a botanical garden or for any other requisites in the establishment of the College?—I should consider that if Government were determined on establishing a provincial college in Cork, the more complete they made it at the outset the more certainly would they secure its permanent existence. What has been most injurious to the Cork Royal Institution is its not having had a permanent fixed establishment at its outset, which would have created a valuable interest. My view with regard to the Cork Institution is, that I am decidedly opposed to giving any public grant or conferring any privilege on the Institution as it is at present constituted, or while it exists under its present charter and bye-laws.

3681. Can you give any estimate of what would be the expenses attending the outfit for college requisites, such as a library, museum, &c. &c.; do you consider the Institution to be already provided tolerably well with such objects?—The Collegiate Institution could begin work with what there is; but, as I said before, the more complete the machinery is at the outset the more certain would success be. I think there should be, in addition to what there is, an extension of apparatus, and a fund provided to purchase books.

3682. What would be the sum you would suppose requisite for the augmentation of the apparatus sufficiently for the purposes of the Institution?—With what there is, 500 *l.* would go a great way for apparatus. The collection of books is a valuable basis for a library, but there must be some fund to keep it perpetually increasing.

3683. What quantity of land would you require for the purposes of such an institution?—To complete the building we should require four old houses in Half-Moon-street, which I should think would be got for the valuation of 1,000 *l.*; that is the opinion of the architect.

3684. Would you not require additional land for botanical purposes?—I conceive that we should; but if the improvements that are taking place continue to go on, the city itself, I think, will provide the land for botanical purposes, and zoological purposes also.

3685. Do you think that the proprietors would be willing to give up all claim to their individual property in the apparatus and library?—That is a point upon which there has been a great deal of discussion, and I may say that I have not met with a dissenting proprietor. They would be quite willing to appropriate their whole interest in the Institution to whatever plan was devised by the Government for

for general education, reserving to themselves some trifling consideration in the shape of a particular privilege.

3686. Would not these privileges be very objectionable when you are devising a general system of improved education; would it not be better to make compensation for them in money?—I would rather compensate them in money; buy them out at 15 *l.*, which is the market price of the shares at present. But there are many of the proprietors that would give up their shares for the public advantage, without any recompense at all.

3687. Has the Institution any property?—They have 2,500 *l.* in the funds; the interest upon that is not much above 100 *l.* a year. The only other income coming in is the subscriptions to the library, which do not amount to more than 60 *l.* a year.

3688. Is there any income derived from fees?—No; because there are no lectures given now. Immediately upon the withdrawal of the grant to the Institution, after I had concluded the courses I gave upon the foundation of the Institution, and for which I was paid out of the funds, I attempted to create a chemistry class. I should have been attended by 30 pupils, who would have paid me three guineas each for my course, upon one condition, which was, that the lectures delivered by me should be recognized by the Apothecaries' Hall in Dublin, to qualify young men to be examined for their licentiateship as apothecaries. I applied to the Hall, and made as pressing an application as I could. Mr. Donovan, the lecturer on chemistry at the Hall, was most friendly to the application; and in my correspondence with him he appeared to give my application his sanction and support. But the Hall refused to recognize my lectures, and of the 30 young men who would have attended me, and paid what I considered an excellent commencement for the undertaking, only nine attended. Since that I have not attempted to get up a course of lectures, because it is totally useless to attempt any scientific class, unless the lectures given are recognized by the higher schools.

3689. Did any others, besides persons intending to follow the profession, attend your lectures?—Yes; some of the nine were of that description. The pupils that intended to become apothecaries were obliged to go to Dublin, but those that did not intend to follow that profession attended me.

3690. What are the officers of the Institution?—The only officer at present in the Institution is the librarian.

3691. What does he receive?—He has a house, and I believe about 60 *l.* a year.

3692. How is the balance of the funds expended?—In keeping the house in repair, and in paying for new books. But in fact, if something is not done, the Institution must be broken up before long.

3693. You have given in to the Committee the charter and bye-laws of the Institution; do that charter and those bye-laws still continue in force?—They do.

3694. Did the Institution flourish for any time?—As long as Government gave them money it flourished very well for those connected with it.

3695. How do you mean?—It was a very pleasant thing to be attached to it; there was very good pay and very little work done.

3696. Were the lectures kept up?—They were very well attended, because there was no charge. The consequence was, the classes were very well filled when the lectures were attractive; the moment the lectures ceased to be attractive, they became thinly attended. It required the lecturers to avoid dry details, and to give brilliant experiments, to make them interesting. I was attended by about 400. I lectured twice a day, and there were as many as the room could hold, and many persons in the evening could not get in. Whenever I ventured upon dry detail, which was the most instructive part of the course, that moment I perceived the class would get disinclined to attend; so that I was always obliged to look more to the brilliancy of the experiments than to the importance of the matter.

3697. What courses of lectures were most attended?—Chemistry and natural philosophy.

3698. You conceive that opening lectures gratuitously to the public is not sufficient to obtain an audience?—I conceive that lectures opened gratuitously to the public will chiefly be attended as matter of amusement.

3699. Do you conceive it to be injurious to the cause of science, both as far as the lecturer and the public are concerned?—I do; I conceive opening lectures gratuitously to people that are able to pay for them is a very bad system; it makes the lecturer more a public exhibitor than a man of science.

D. B. Bullen, M.D.

13 August 1835.

3700. What is the effect upon the public?—They are pleased as long as they are amused; they get a smattering knowledge of the science, but they do not acquire any deep or useful knowledge which could be afterwards applied. I conceive it to be the most useful of all public amusements, but I look upon it only as a public amusement.

3701. There was, then, a defect in the organization of the Cork Institution in the outset?—There was; it was made more a scientific lounge and a place of recreation than a means of deep study, and as such I conceive it has failed.

3702. At present do you suppose that if Government were to give a larger grant than before, the same result would ensue?—I conceive that if Government gave a larger grant upon the old system, it would be a most unwise expenditure of public money.

3703. You have stated that inconveniences arose from another circumstance, the not having a proper *local* at the outset. What was the operation of that circumstance upon the success of the Institution?—They had an inconvenient place to meet in. I consider those interested in the Institution would have exerted themselves much more in extending its usefulness, even in spite of the difficulties with which they were clogged from its bad constitution, if there had been a permanent residence attracting the public. But it was in a bad place, and the public attention was not attracted to it by any building.

3704. Was there a Library attached originally to the Institution?—From the commencement of the Institution; the creation of a good library always attracted particular attention.

3705. Did it not produce a beneficial result?—A most beneficial result. I look upon the library to have been the most really useful department of the Institution; it has done much more essential benefit to the community than the lectures, or any other department of the Institution.

3706. Has the Museum been equally useful?—The museum, from the want of enterprizing persons interested in the particular branches, has not increased so much as it ought to have done.

3707. Was the Museum attached originally to the Institution, or has it been gradually accumulating?—It has been gradually accumulating. I conceive that a museum can only be accumulated by having each department under the care of the professor interested in the particular study, who will look to that department for illustration for his lectures, and devote himself to the improving and extending it.

3708. What was the cause of the failure of the botanical garden?—Mismanagement: it was placed in an out-of-the-way place; the public never took any interest in it. In fact, the public at large, from the very outset of the Cork Institution, took little interest in it, because the managers started at the outset with rather exclusive notions with regard to the management.

3709. Do you suppose that any portion of the public would feel interest about a botanical garden, except as a lounge, unless it were connected with botanical studies?—Certainly not; it was the want of a botanical school which caused so little interest to be taken in it.

3710. Do you suppose that the little interest which they took in the museum arose from the same cause, namely, the want of a good school connected with it?—Yes, I consider that those several departments of the Institution have each failed in consequence of the want of a good school.

3711. Do you prefer the system of schools to the system of mere lectures?—Decidedly; and they should be established on a plan of public instruction that could support itself; for if they do not maintain themselves after being created by Government, they will not do much good by being forced by grants of annual income.

3712. Has the library been as well attended lately as at the first commencement of the Institution?—No; because since the withdrawal of the grant it is more limited in the means of purchasing books.

3713. Has the attendance upon the library increased or otherwise?—It has not increased; on the contrary, it must go on diminishing in proportion to the diminished supply of books.

3714. Do you think that this arises from the want of knowledge generally in the community?—I think it arises from the general indifference felt towards the Institution. Every one says and feels that, unless its constitution is totally altered, it must cease to exist in a few years.

3715. Has it not in some degree arisen from the general feeling that exists that the

the library has been more peculiarly under the superintendence of the medical profession at Cork, and that therefore the books which have been collected in the library have been chosen mainly in reference to those studies?—Yes; I think that circumstance indisposes persons not members of the profession. The medical men being the most constant in their attendance, complaints were made by persons not of the profession of a preference being given to medical books.

3716. By whom are the books chosen?—By the committee, amongst whom the medical men have a great deal of influence.

3717. Are medical books the works generally purchased at present?—I could not say that they are generally purchased at present. There have been more medical books purchased in proportion to the other sciences.

3718. Would not that deter a great many other readers from resorting to the library?—Decidedly; and especially as there is a good general library, called the Cork Library, where persons not of the profession get a good collection of general literature.

3719. Is that library much frequented?—Much frequented.

3720. Then it does not arise from indifference to literature and science, that the library of the Institution is neglected?—Certainly not.

3721. Is there not a large mass of literary information and interest in the city of Cork?—I do not know any city where there is a greater anxiety for really useful knowledge than in Cork.

3722. To what do you attribute this more general extension of literary knowledge in Cork, as compared with other towns in Ireland?—I attribute it very much to the domestic habits of the people of Cork, who are fond of staying at home in the evening and reading; and to the existence of the Cork Library, which I think has been a great advantage; and also to the existence of the Cork Institution Library; so that they have heretofore had a very ample supply of books, and made a good use of them.

3723. Does it at all arise from the absence of more serious pursuits in Cork?—No; the more reading classes are those that are most industriously employed during the day. The men that I know, who have the greatest extent of knowledge, are men who are actively employed all day, and devote their evenings to intellectual pursuits.

3724. Could you furnish the Committee with any idea of the average number of attendants in the year upon either of these libraries?—The Cork Library fluctuates between 300 and 400 subscribers annually.

3725. What is the subscription?—A guinea a year.

3726. Were medical lectures originally attached to the Institution?—Medical lectures were not attached; and I conceive the want of a medical school to have been a great deficiency.

3727. Might that not in some degree account for the little interest taken in the botanical garden?—Decidedly.

3728. You have stated that the agricultural lectureship failed; what were the causes of the failure?—The professor was not a good lecturer; he was not competent to the situation; he was a good practical farmer, but incapable of conveying information.

3729. Were the Committee sensible of his deficiency?—They certainly were.

3730. Why did they not remove him?—Because he had a great many friends on the Board. The managers of the Cork Institution were always very kind to those whom they once appointed.

3731. When was the Gallery of Casts established?—The history of it is fully stated in the evidence given before the Commissioners.

3732. Is there at present a Committee of Fine Arts in the Institution?—An unpleasant feeling has been created in the Society of Fine Arts, between the old Society of Arts and the native artists. The native artists have set up a society for themselves, and the Society of Fine Arts is transferred to the Institution. The casts were seized for the rent; the Institution paid 500 *l.* arrear of rent, and got possession of the casts. They were originally given by King George the Fourth to the Society of Arts, for promoting the fine arts in the city of Cork.

3733. Is that body a distinct society from the Institution?—It is.

3734. Does it still continue?—It does. The Society of Fine Arts hire an exhibition room whenever they have an exhibition of pictures.

3735. Is there any other society for the promotion of the arts?—Yes, the Society of Native Artists, who were instituted in consequence of the native young

D. B. Bullen, M.D.

13 August 1835.

men of the city considering the exhibition and sale of English pictures, by the Society of Arts, was injurious to the interests of the native artists; and they set up a society. The effect of that Society of Fine Arts has been to develope an immensity of native genius.

3736. There are several students at present?—There are a great many students.

3737. Who are the most distinguished artists who have been educated there?—The society brought out M'Clise, Hogan, Scottow, and O'Keeffe and many others.

3738. What are the number of students actually in attendance?—I could not say the precise number.

3739. Do they come at their own choice, or is there a regular hour prescribed for attendance?—I never pass through the cast-room without seeing a number of young men drawing there.

3740. Is the Society of Fine Arts constituted on the principle of merely affording opportunities for drawing, or is it composed of a series of schools for instruction in the different departments?—No, they cannot afford that; they merely open the casts for the students to go in and teach themselves.

3741. Have they any lectureships?—They have none. Some courses of lectures have been given by Dr. Woodroffe upon anatomy as applied to the fine arts; but they have no lectureship, and the class consists chiefly of young men of narrow circumstances.

3742. Do they draw from the naked model?—No.

3743. Can you state the mode of management adopted in this institution?—I cannot.

3744. What are the benefits principally derivable from this institution?—In turning the attention of young men to painting, sculpture, and improving their taste.

3745. Does not the society at times collect and exhibit as many of the works of the old masters as they can induce persons to send to their exhibition?—They do; they have an annual exhibition of as many of those pictures as they can get, not only from the proprietors in Ireland but from England. The English masters have sent over a number of their pictures to Cork, which pictures sell pretty well; the native artists have taken umbrage at this, as they conceive it interferes with their interests.

3746. Have you any idea of the number actually frequenting the school?—I should say from 15 to 20.

3747. Have you known many young men who have studied at these institutions, sent by subscription to prosecute their studies in other countries?—Yes, by private subscription.

3748. For admission to these annual exhibitions is an additional ticket requisite?—Yes, a shilling is paid, and a considerable sum is collected by those exhibitions; that constitutes one of the chief funds of the society: there is besides a subscription on the part of some gentlemen interested in the progress of the arts.

3749. Does this society embrace schools of architecture as well as painting?—Yes, the fine arts generally.

3750. Is there the same anxiety for architectural studies as for those of sculpture and painting?—There is a great turn at present towards architecture among the young men; they are very zealous in the study. I consider that architecture and civil engineering are the two branches at present to which the minds of intelligent young men are more particularly directed.

3751. Is drawing made a portion of education in elementary schools in general?—At the request of parents it is. There is a drawing school in the Mechanics' Institute.

3752. Can you perceive that there has been an increased taste for the arts within your recollection?—Certainly, a very great increase, and a greater appreciation of them and cultivation of the fine arts amongst the middle classes, and especially amongst females.

3753. Do you find that this extends to the cultivation of musical talent?—It does, so far as we can take the theatre as a criterion of the state of intellectual cultivation. I would unhesitatingly say, that in appreciation of the beauties of dramatic literature and of music, there is more exquisite taste and a better appreciation on the part of the Cork audiences than of most others that I have seen; and in saying that, I believe I am borne out by the expressed opinions of some of the most distinguished persons that have appeared before them.

3754. Is

3754. Is the gallery of casts open to the public at large?—By permission of the librarian of the Institution.

3755. Do you find that females attend?—They do, but do not draw.

3756. Are the Museums open also?—They are, by permission.

3757. In what state is the Museum kept?—The mineralogy is most excellent, the natural history improving very much, and within the last two years some gentlemen have interested themselves much more than they did formerly in those several branches. One gentleman takes charge of one part of the museum, another gentleman of another; they are beginning to accumulate, and I think the museum is better now than when the Institution had a large grant of money.

3758. You ascribe that to an extension of taste for those studies?—I do.

3759. Do you ascribe it in any degree to the lectures which have been given in the Institution?—I ascribe it to the general tone given by the Institution; I think the library has done more real good than any other department of the Institution.

3760. Have you any room for the collection and depositing of models of machinery?—Yes; we formerly had a good many models, but there are very few models given in now.

3761. Were they architectural models, or models of machinery generally?—They were of both kinds.

3762. Are these models still preserved?—They are.

3763. Is there in the Institution a collection of casts from ancient gems?—There was a very valuable collection of sulphur casts.

3764. Are they much frequented by artists?—They are studied with a good deal of interest.

3765. Have you any collection of paintings or engravings in the Institution?—None; there are a few engravings.

3766. Not arranged in schools?—No; they have only an imperfect arrangement.

3767. Is there any gallery of paintings of note in the city?—No; some individuals have a few good pictures, but there is no extensive gallery; there are a few good private collections in the county.

3768. Are you acquainted with any private libraries in the city of Cork?—The most valuable private library is that of Doctor Murphy, the Catholic bishop; he expends a considerable sum every year in buying the most valuable books in every department, including history and literature, and even the lighter departments of useful knowledge, besides theology and the deeper branches of severe knowledge. I should think that if he continues to purchase books, he will soon have 60,000 volumes. He is most liberal in allowing the use of his library to every person that has a proper introduction to him, and who he thinks will take care of his books; and from what I can learn of his intentions, he means at some future time to extend the benefits of his great library to the inhabitants of his diocese.

3769. Is it placed in his own house?—Yes; the house is quite full of books.

3770. Is it a library formed specially for the theological students of the diocese?—There is an ecclesiastical library for the diocese besides; this is his own private library, in which there is less of theology than of general literature. The library for the diocese is an old foundation.

3771. Have you an observatory at Cork?—We had an observatory in the old Institution, but they have not erected one since the establishment was transferred to the custom-house.

3772. Are astronomical observations made in the Institution?—Not at present; there is no resident astronomer.

3773. Are meteorological experiments?—There was a very accurate meteorological table, but the gentleman that kept it died a short time ago; it was interrupted for some days, and is now resumed.

3774. In the estimate you gave in, have you included any arrangement for an observatory in the college?—No; an observatory is a cheap thing; it is the instruments which are expensive, and we have some very good instruments.

3775. Is it intended to establish lectures in the Institution?—The managers have prepared a list of five courses, and placed it in the public rooms in the city for names to be attached to the several courses; the price half a guinea for each; and when I left Cork there were 40 or 50 names put down.

3776. When you gave your lectures, had you classes to instruct out of lecture hours?—My class chiefly consisted of females.

3777. Was that attributable to the brilliancy of the experiments?—The ladies in Cork have a great taste for scientific reading.

D. B. Bullen, M.D.

13 August 1835.

3778. At what time in the day did you lecture?—I lectured at two o'clock in the day; I repeated the lectures at eight in the evening.

3779. But you had no private class out of hours?—No.

3780. Do you think that the present want of attention on the part of the public to these lectures arises from the mal-constitution of the system, and that it could be adequately corrected by establishing schools for pupils on the principle of the Scotch universities or the Belfast Institution?—In consequence of the lectures having been given gratuitously, on the withdrawal of the grant it was impossible immediately to induce the public to pay for what they got gratuitously before. The effect has been to damp speculations in the way of lecturing, till the people begin again to feel a growing appetite for lectures.

3781. Putting the question out of consideration whether Government was to pay or not, do you conceive that the plan of having lectures only, without a regular course of study, such as in the schools forming the Belfast Institution, was the principal cause of the failure?—I conceive lectures alone to be the most feeble machinery of teaching that you can have.

3782. Is it not also an evil that it only applies to particular classes and particular ages; boys, for instance, or young men, can derive but very inadequate information or real knowledge from a mere course of lectures?—Lectures are only suited for adults, for persons that have received a previous education, and who have a certain extent of knowledge upon the subject.

3783. You would therefore say, that lectures might be considered as a portion of subsidiary education?—Subsidiary education. I consider that scientific education must be founded upon courses of severe study, where the master will have his pupils two hours every day, and give his instruction, and the next day examine his pupils upon the subject-matter of the previous day's instruction; as was the case in the moral philosophy class at Glasgow.

3784. May not lectures be made subsidiary to such a course of instruction?—Certainly they may.

3785. Do you think that the knowledge or the taste of the inhabitants of Cork is so advanced as to profit much by those courses of lectures, without the previous severe academical study which you have just recommended?—I do not.

3786. Do you think that a proper system of Academical or Collegiate study would be of greater advantage to Cork than the Institution, or the support of a system of lectureships, however well organized?—I do; I conceive that public lectures paid by Government, and given gratuitously to the public, would not be a judicious expenditure of public money; and that one-half the sum expended in maintaining a system of severe study for the young men, after they have passed the elementary schools, would be one of the greatest advantages that could be conferred upon the country.

3787. If such an institution were established at Cork, and the privilege of conferring degrees to a certain extent were given, would you expect that such an institution would be frequented by students?—I have no doubt of its being frequented most numerously.

3788. In what departments?—In general arts, in classical literature, and in the branches of the medical profession: and what is more, since this subject has been under discussion, since this Committee was established, some of the law gentlemen in Cork have expressed to me their great anxiety that a lectureship of law should be established, to give lectures on common law in Cork. The year before the grant was withdrawn from the Cork Institution, the attornies and lawyers assembled to form a foundation for a law library, and they have collected a tolerably extensive collection of useful law books; and they would, as far as I can learn, be most anxious to attend and promote a lectureship upon law.

3789. Is that the Cork Law Society of which you speak now?—Yes, the Cork Law Society.

3790. Is that society flourishing?—I cannot say.

3791. Is there an equal anxiety on the part of the medical profession for the establishment of such an institution?—There has been a medical school in existence in Cork for the last 25 years, the particulars of which I can give to the Committee. The Cork school of physic and surgery has been established upwards of 25 years; it was established by a private individual, Dr. Woodroffe; and its existence at this moment without patronage or college recognition, is a direct proof of its real utility and advantage: its existence in defiance of the colleges that wanted to crush it shows what it would be in Cork, if we only had fair play with other schools;

schools; lectures are there regularly delivered during the winter season of six months, upon anatomy, physiology, the theory and practice of physic and surgery, and upon midwifery, together with anatomical demonstrations and practical anatomy; the school is connected with the South Infirmary and House of Industry Hospital, at which institutions the pupils have ample opportunities of becoming acquainted with disease and witnessing surgical operations, where they are also instructed in materia medica and pharmacy, and have the advantage of clinical lectures on medicine and surgery. The number of pupils fluctuates between 25 and 35, for the last 10 years; perhaps 28 may be esteemed an average class, but during the war the number was much greater. The terms of attendance are as follows:

Anatomy, physiology, and surgery - - - - -	5 guineas.
Dissections and anatomical demonstrations - - -	4 —
Practice of physic - - - - - - - -	2 —
House of Industry Hospital (six months), with clinical medicine - - - - - - - - -	4 —
South Infirmary (six months), with clinical surgery -	5 —
Materia medica and pharmacy - - - - - -	3 —

3792. Does every pupil go through the entire of this course, or is each pupil allowed to select such portions as he thinks proper?—He can select portions of it; but a school got up as matter of private speculation must of necessity be an imperfect establishment.

3793. Has a medical student considerable practical facilities for the study of his profession at Cork?—I do not know any city which would present greater opportunities for an extensive school of medicine than Cork. There is a large pauper population, which enables us to cultivate the study of anatomy without having recourse to those unpleasant proceedings which other cities are obliged to do in order to procure a supply of bodies. There are also great advantages with respect to hospitals, especially since the new infirmary was built, which has been laid out especially for clinical instruction; the building is arranged for the classification of cases to promote clinical instruction, and it will accommodate 120 patients. It is in the vicinity of the Cork Fever Hospital, which contains nearly 200 beds; and between them both a quantity of clinical instruction would be given equal to that of any great hospital in Scotland or Dublin, and arranged and classified in a manner which would be most beneficial for medical studies.

3794. Have you a Lunatic Asylum at Cork?—There is one of the most extensive lunatic asylums in the country: in short, there are opportunities for every branch of medical instruction in the best form, and there is besides that extent of disease which a pauper population presents in its most instructive form.

3795. How many physicians have you in Cork?—We have nearly 100 medical men in Cork; I should say, that except for the disease arising from poverty, it is the most healthy city in the world.

3796. Can medical knowledge be so well acquired in a provincial school as it would be in the capital, where communication with a greater number of physicians is practicable?—The knowledge communicated in a private school, when there are but one or two engaged in conducting it, must of course be limited. I would not confine medical education exclusively to provincial schools; I would have three or four years of the student's life passed in a provincial school, laying the foundation, and then oblige him, when he has laid in a stock of knowledge, to go and spend a couple of years in one of the greater universities.

3797. Would you propose to give Provincial Colleges a power of granting degrees?—I am decidedly opposed to extending the facilitating the granting of degrees. I wish to limit and restrain the power of conferring degrees or licences to practise.

3798. Was not the power of conferring degrees in medicine one of the privileges you solicited from the Lord Lieutenant, in your Memorial?—The power of conferring some kind of degrees was included in that; I am opposed to conferring upon any provincial school the power of conferring degrees which give a licence to practise. At the time of the memorial, the subject of collegiate education was not so well understood as it has been since, owing to the discussions which have taken place. My own opinion is this, that I am decidedly opposed to facilitating the acquisition of degrees; at the same time I would extend the facilities of acquiring knowledge. I would have one central body in each nation, which would constitute an university; and in the great towns which possess the capabilities of giving the

D. B. Bullen, M.D.

13 August 1835.

requisite instruction, I would establish schools, where the students would spend a certain number of years in acquiring knowledge; and before they got their degree oblige them to spend a certain number of years in the university, improving and extending and refining their knowledge.

3799. Would you confine the power of granting licence for practice in a particular district, to the particular body over that district?—Decidedly not, for I consider all these exclusive privileges are mischievous and odious; they create an unkindly feeling between the members of the different colleges, and they are most injurious in the districts by limiting the number of candidates for public situations.

3800. Would you recommend this arrangement, that in the three countries there should be established one central body of examiners, and that that body should have the power of conferring degrees upon students, no matter from what college in the country they came?—Certainly; I should give the Irish university the power of examining students who had studied in the schools of England, and the English universities the same, provided they were recognised schools.

3801. Would you recommend that a body of examiners unconnected with the university, but solely for that purpose, and selected from any institution which could furnish such members, should have the power of examining before the universities confer the degrees?—I should approve highly of the principle that the examiners should not be the teachers; because if the teachers are the examiners, it is human nature to lean favourably to their own pupils.

3802. Then you would prefer a body completely distinct from the university as a body of examiners, allowing the university afterwards to confer the degree?—Yes.

3803. Do you think that is the general feeling of the medical gentlemen of Cork?—Decidedly; I would say it is the unanimous opinion of the medical men at Cork, that no greater mischief could be done to the profession or to society, than to facilitate the acquisition of degrees by granting the privilege to the provincial schools.

3804. Would you look for the establishment of a theological school in any college that might be established in Cork?—I would not look for it; but if there were a number of persons associated together capable of maintaining a theological class, if such theological class was not inconsistent with the generally received opinions of the community upon religious matters, I do not see what harm there would be in it; but I am afraid if we have anything whatever to do with theology, dissension will ensue.

3805. Would it not be better to exclude it altogether?—I think it would be safer.

3806. You would not look for the power of conferring theological degrees?—I would leave theological matters entirely to their respective communions.

3807. Would you give to the college the power of conferring degrees in arts?—I would have in the provincial college the power of conferring bachelor of arts, (a degree equivalent to the French *bachelier e lettres,*) at the end of three years of severe study, on passing his examination creditably. I would allow no man to become a student of medicine or a student of law, or allow him to matriculate in those higher branches, till he had first obtained his degree of bachelor of arts.

3808. In law would you give the power of conferring degrees?—Certainly not, that should be reserved to the university; the only degree I would allow the provincial college to confer is that of bachelor of arts, and would oblige that to be obtained before the student could enter upon the courses of the particular profession to which he was going to devote himself. With respect to the faculty of law, I think you could never found a provincial faculty of law; you may found a lectureship, but not establish a faculty.

3809. Then your collegiate constitution would limit itself to the arts and medicine?—Certainly.

3810. Are you acquainted with the course of instruction pursued in the Belfast Institution?—I have read it.

3811. Would you think that applicable to the proposed college in Cork?—Indeed I would; I think it embraces an immense mass of valuable instruction; there might be some alteration in details, but I would take the general outline of it.

3812. Do you ascribe the want of success in the Cork Institution to the not possessing the power of conferring collegiate honours?—No; the power of conferring collegiate honours, if they had had it, would not have served the Cork Institution,

with

with the originally bad and imperfect system which they pursued at the outset. It is the want of having started upon a good and comprehensive system.

3813. Then how do you account for the managers of the Cork Institution, when they wished to put the Institution upon a permanent basis, making the power of granting collegiate honours a sort of *sine quâ non*?—There is a great difference between conferring collegiate honours, and having the time of study qualify *ad eundem*, to count towards collegiate honours in other institutions.

3814. You have stated that you would exclude the theological departments from the proposed institution; you would not exclude the study of mental and moral philosophy?—Mental and mathematical science in all its bearings, as far as it is useful.

3815. Would you recommend, in conjunction with such a College, a High-school, or a preliminary school to the college, similar to what exists in the Belfast Institution?—We have most excellent day schools in Cork. The school that I was educated at myself has 120 boys, and the course of education given there I conceive remarkably good. Any objection that I may have for the course of education there would be to those points that are forced, by their being obliged to educate for Trinity College. I have an outline of the education given in this school. The only objection that I have to it is the high price. Education for the middle orders in Cork is very high, compared with anything else.

3816. What do you call a high price?—Ten guineas a year for a boy of six or seven years of age.

3817. Is not that in reference to a grade of education merely elementary?—It is; there is the same price for old and young, and I think that very high. I have an outline of the course of education in the school: "The regular school course comprises Greek, Latin, Hebrew, English grammar, geography, writing, arithmetic, Euclid and algebra: book-keeping, navigation, mensuration and surveying, have been occasionally introduced when particularly required; and the advanced classical pupils intended for college have frequently learned trigonometry, astronomy, and the application of algebra to geometry, when time and talents gave an opportunity of thus anticipating these important parts of the under-graduate course; and to this circumstance the extraordinary success of many of our pupils in college is chiefly to be attributed. I need scarcely add, that composition in prose and verse has always met with due attention. Students not learning classics have their time occupied in an extensive course of English education, comprehending, besides such things as pupils of this class usually learn, an elementary course of natural philosophy, consisting of mechanics, hydrostatics, pneumatics, electricity and magnetism, optics and astronomy, as contained in Joyce's Scientific Dialogues. In addition to this, English composition is attended to, and short lectures are occasionally given on useful and interesting subjects of his own selection, which the pupils are required to state the substance of, in writing, on the day succeeding such lecture, with all due regard to proper arrangement, construction, punctuation and orthography. Many pupils of this establishment, who commenced at an early age and were highly talented, left the school having an accurate knowledge of the best parts of many of our celebrated English writers, such as Milton, Addison, Shakspeare, &c. The school now contains about 120 pupils, of whom 20 are boarders. Our terms are ten guineas per annum for day boys, and forty guineas for boarders under 15 years of age, but those who are older pay more. We have three classical and one English assistant, besides a mathematical master, all eminently qualified, whose joint salaries amount to about 400 *l.* per annum. French is taught by a very well educated Frenchman; and religious instruction is chiefly conducted by two clergymen, one of the Established Church, and the other a Roman-catholic, who attend the school twice every week out of school hours." I look upon this to be one of the best schools; and then it comes to be a question whether, with such good private schools, the establishment of a school department in the Institution is so much called for. My own opinion is, that elementary education for the middle and higher classes, when it can be well secured by private enterprize, is not a fair subject for legislative interference; that it is only when there is a recognized and acknowledged want of such institutions that the Government should interfere and provide them.

3818. What is the age at which they generally leave the school?—Between 14 and 15. It is then that a great chasm is felt in Cork, in the course of a young person's life, between leaving school and embarking in a profession or business.

3819. Is that school divided into classes?—Yes.

3820. Is

D. B. Bullen, M.D.
13 August 1835.

3820. Is every boy that enters it supposed to go through the whole of these classes?—He enters a class according to his age and according to his intellectual capacity.

3821. Are there many schools for pupils of the same class of society in Cork?—I think there are two or three more.

3822. Do you think there are as many schools as the wants of society require?—I do. There is a most excellent school at Middleton. I think that for the elementary instruction of the middle classes private speculation is fully adequate.

3823. Do you apply that opinion to the country generally, or to the county of Cork?—I cannot speak so well to the country at large, but I conceive that in the county and city of Cork the elementary education for the upper and middle classes is adequately provided for by individual speculation.

3824. What, in your opinion, would enable the managers of the Cork Institution to establish it upon a footing that would be generally beneficial?—My opinion of the Cork Institution is, that saddled with the proprietary, and with its present management, no useful institution can ever be founded upon it. I am for assigning over the whole property of the Institution to the Central Board of Education, to be applied by them to the purposes of education.

Veneris, 14° *die Augusti*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

Denis Brenan Bullen, M. D., called in; and further Examined.

D. B. Bullen, M.D.
14 August 1835.

3825. YOU have given to the Committee an account of the manner in which the Cork Institution was originally intended to be administered by the joint proprietors, who originally took shares in its establishment; does that mode of administration still continue?—It still continues. The manner of electing the managers by the original bye-laws was from house lists; a third part went out annually; the managers met and nominated amongst themselves the persons whom they wished to succeed as managers. Those house lists were submitted to a general meeting of the proprietory, but the proprietory not attending in sufficient numbers, the managers secured to themselves the power of nominating their successors. This proceeding excited a considerable degree of asperity on the part of certain proprietors against the management, and a portion of the proprietory and the managers did not act well together.

3826. What is the present mode of administration?—A board of managers elected by the proprietory; the managers sending a house list to the proprietory for election.

3827. How often are they elected?—A third go out annually.

3828. What is the number of managers?—Thirty.

3829. What are the powers of the managers?—They elect the professors, they purchase books, they look to the general superintendence and care, they appoint all the officers, and have the usual powers of a board of management.

3830. Do they also constitute the body for auditing the accounts?—They do.

3831. What are the number of professors now in the Institution?—There are no professors in pay, strictly speaking; I would say there are none, for they have no salaries, and there are no lectures given.

3832. Is the reason of there being no lectures the want of a fixed salary?—The attempt to get up lectures at the Institution failed, in consequence of those lectures not being recognized by the higher schools, as I mentioned before.

3833. There are many subjects for lecturing unconnected with professional education, have they also failed?—Since the Institution has been transferred to the Custom-house, the managers have not been able to complete the lecturing-room till this summer, and they are now endeavouring to get up lectures for the ensuing winter.

3834. Do you ascribe the interruption of the lectures in any degree to the want of a proper place of meeting?—Yes; and secondly to this cause, that the public in Cork having been for 20 years in the habit of receiving them gratuitously, it was not all at once that they could be brought to purchase the lectures. They

are now anxious to purchase the lectures, feeling the want of them; the appetite has been revived.

3835. Do you suppose that this appetite has been produced by the lectures which had been given, formerly, gratuitously?—I think the impression produced was favourable towards the acquisition of knowledge; and although they could not be immediately brought to purchase it, yet the appetite is now increased by the recollection of the past lectures.

3836. Would you consider it, generally speaking, an injudicious arrangement in a district of the county where that appetite did not exist, to endeavour to excite it in the outset by gratuitous lecturing?—I think, in the present state of society, if the institutions and the means and machinery of lecturing were created, such is the anxiety to obtain knowledge, that then the lectures would be paid for, provided the price was not exorbitant.

3837. Would you extend that observation to other parts of the country as well as Cork?—I would. In the town of Youghal they have established a scientific and literary association.

3838. Do you suppose that in any degree the interest in these lectures of the Institution has been diminished by the circumstance of lectures of perhaps greater interest being given at the Mechanics' Institution?—I should think not.

3839. Would you think that, on the contrary, the lectures at the Mechanics' Institution would have a tendency to increase the anxiety through the district for such information?—I should think the lectures at the Mechanics' Institute are confined to one particular class of the community, which was not the class that attended the Institution lectures; I delivered a course at the Mechanics' Institute, and it was attended by persons that were not in the habit of attending the Cork Institution.

3840. Have you any other literary or scientific institution, besides the Royal Cork Institution and the Mechanics' Institution?—No other.

3841. So that if the pupils do not attend the Mechanics' Institution they have no other place where they would be likely to hear lectures, except at the Cork Institution?—No other.

3842. Has there been any course of lectures during the last year?—Not these three years.

3843. Or any scientific meeting?—No.

3844. The funds of the Institution are at present very limited?—So limited, that unless an exertion is made, the Institution will cease to exist.

3845. How many members are there at present?—There are about 200 proprietors; the proprietory are free of all the benefits of the Institution in right of their shares; they consist of the most intelligent and the most opulent citizens, who would be likely to contribute to a society of the kind; then the subscribers are not above 50 or 60; the subscribers are falling off from the library; and indeed what injured the library very much was stopping the supply of Parliamentary Papers. There is not a public room now in Cork where Parliamentary Papers can be got. The only room now where Parliamentary Papers are taken is Daly's Club. The Cork Institution received the Parliamentary Papers from Government, and two years ago they were stopped, and the most valuable reports of the last two years the citizens of Cork can only get a sketch of through the newspapers. I look upon it of immense importance that in the great towns there should be some establishment where people could know what is going on in Parliament.

3846. Is the falling off in the library owing to the circumstance of the proprietors not paying the annual subscription?—Certainly it is.

3847. Is it not possible that there may be some objection on the part of the subscribers, to the proprietors continuing, on account of their original payment, to have the benefit of the Institution while they are compelled to pay an annual subscription?—I cannot say that that opinion prevails much.

3848. Are you aware that in Limerick the proprietors, who are similarly circumstanced, are in the habit of paying 2 *l.* a year, whilst the subscribers only pay 30 *s.* to the Institution?—I think no institution of this kind can exist unless the proprietors pay an annual subscription, and I conceive that is a material defect in the original constitution of the Institution, not to have provided an annual payment on the part of the proprietory; for the payment of only 30 guineas they had a control over the disbursement of more than 50,000 *l.* of public money, so that I conceive the proprietors have been more than paid for their original investment.

3849. From the experience you have had of the Cork Institution, do you think

D. B. Bullen, M.D.

14 August 1835.

that the principle of proprietory institutions is a good one?—I conceive that the principle of proprietory institutions would be a good one, provided the proprietory taxed themselves annually, and if the proprietory system was confined merely to what is denominated subsidiary education; but I think the proprietory system would be a most injudicious foundation for any establishment for the higher branches of knowledge upon which the Government conferred anything of collegiate powers.

3850. You think then, that in the constitution of a college, it would be very inappropriate and injurious?—It would be a very inappropriate constitution for that purpose.

3851. On what grounds do you form that opinion; is it in reference to the maladministration or to the chance of failure which the circumstance of so many individuals being concerned in an institution is likely to produce?—Yes; I think that the appointment of professors would be influenced a great deal by private favour, and in fact it has happened with most of our local bodies, they have become mere jobs.

3852. Do not you see this inconvenience from admitting the principle of proprietorship and joint-stock companies in institutions of education, that the shares being transferable, you cannot possibly secure the same interest in the support of the Institution for the future?—Yes; and another objection is, that the proprietors, or even the managers elected by the proprietors, however active they might be whilst the institution has the freshness of novelty, in a short time will begin to pay less attention to the affairs of the Institution, and then the chief management will pass into the hands of two or perhaps one individual, who will then acquire an influence in the Institution, and exercise a degree of patronage in its management, either to gratify his interests or to please his ambition.

3853. Do you find that the proprietors of shares in the Literary Institution are not stimulated like other proprietors, by the hope of gain?—They are not; the majority become indifferent, and an active minority would be enabled after a time to apply the Institution to their own views.

3854. Is that opinion grounded upon experience; have you observed it in the Cork Institution?—I have observed it in every public body that I have ever been connected with.

3855. Supposing that a body of proprietors had founded a college, could not you conceive that the objections that you have stated might be obviated by vesting in the professors appointed by the Institution at the outset, the right of afterwards managing the Institution, and appointing the professors?—I think a great deal of evil might be obviated by creating a *senatus academicus*; but I can conceive great evils arising from that, because you make the professors, who are in fact the servants of the Institution, too much masters, and the professors require a control over them just as much as any other department of the Institution.

3856. Do you think that the desire of improving the funds of the Institution, particularly as they derive immediate advantage from these funds, will be a sufficient guarantee that the professors will not neglect its interests?—I conceive the best guarantee that can be, is that the professors should attend to the management of it.

3857. Supposing that the proprietary funds be small compared with the resources derived from fees, will there not be a direct interest on the part of the professors to raise the character and celebrity of the Institution as much as possible?—Certainly.

3858. Would you then see any objection to a body of proprietors building a collegiate institution, provided after its foundation they were to give to the professors the election of the future professors, and the management of the Institution?—I think it may work well, but I would be afraid of unpleasant collision often arising between the body of the professors and the body of the proprietors, unless there was over all some controlling check to which both parties might appeal.

3859. Would you then prefer to such arrangement that the State should found such institutions, and should afterwards require them the community at large to support?—Decidedly; my principle would be, that Government or the Central Board should provide the whole of what I would call the machinery of the establishment; that is, the building and the apparatus and the materiel. Having done so, a local body should be created for the local moral control. The whole of the academical discipline and the courses of lectures should be vested in the *senatus academicus*, to consist of the professors, and the Central Board should exercise an immediate

immediate control to see that the professors discharged their duty, and that the local Board discharged theirs.

3860. How would you provide for the maintenance of such an institution?—Government should provide for the permanent expenditure, and the salaries of the professors should depend entirely upon their fees.

3861. Then you would require from Government not only the giving of the land, the building of the college, and providing the apparatus necessary for all college purposes, such as books, museums and galleries, but also funds for the repair of the buildings, and other usual current expenses of the college?—They should defray the permanent expenses of the college, that is, the repairs and maintenance.

3862. Would not you think it fair and just that the district which derives advantage from the Institution should contribute something either to the original formation or to the subsequent support?—When I speak of Government providing it, I think there should be a fund, whether paid out of the consolidated fund or assessed out of the district, I do not care which; I think the district ought to be assessed.

3863. Would you then approve of this arrangement, that the Government, or the Board of National Education which might be considered as its organ, should provide the land, build the school or the college, and furnish the outfit, and then that the district or the province where it was situated should be bound to assess itself for the payment of a certain salary to the professors, and for the repairs of the buildings, and the maintenance of the several requisites for carrying on the purposes of education?—Certainly, they should be assessed; the principle that I would object to would be the principle of voluntary assessment, because I think that is a principle against which there is a growing disinclination.

3864. What do you mean by voluntary assessment?—I would not leave it voluntary to the grand juries or to the corporations to assess; but the Government having once created the establishment, I would have the district coerced to provide a certain sum for its support.

3865. Could not this arrangement be made, that Government should not give the land, or erect the buildings required, until a permanent assessment for the payment of the teachers and the support of the college had first been guaranteed by the grand juries of the province?—I should think that such is the hostility at present to increasing local taxation, that the rate-paying body in the south of Ireland would actually oppose the establishment of institutions, even capable of conferring great benefit, if they conceived that such institutions would increase the local taxation.

3866. Suppose the sum required for the payment of the professors and maintenance of the establishment did not amount to 1,500*l.* or 2,000*l.* a year, and that this were to be levied over the entire province, do you suppose that the grand juries in the several counties, for instance in the province of Munster, would object to so small an assessment for so great a national object?—If all the grand juries of a province were appointed, as our county of Cork grand juries are, I should very much doubt their supporting or promoting any object that was connected in any way with the Board of Education, or any board upon similar principles.

3867. Would you apprehend that result if the grand juries were constituted upon the representative principle?—If constituted upon the representative principle I would place every reliance of its entertaining a comprehensive view.

3868. You have stated that you would make the professors wholly dependent upon the fees they receive from their pupils. In the original establishment of a college, might not that defeat the object you have in view altogether, inasmuch as there might not be a sufficient demand for particular branches of the college to give an adequate maintenance to the professor?—I wish to correct the word "*wholly* dependent." What I wished was to avoid the creation of sinecure professorships, or giving such a salary as to make it worth a man's while to take the situation for the sake of the salary alone. I should certainly have some fixed sum that they might look forward to, but it should be so small a sum as would not satisfy a man, or induce him to relax his exertions to increase the number of his pupils.

3869. How do you think that the professors in such collegiate establishments should be appointed?—I would have the appointment of professors to be vested in a body totally unconnected with the district in which the professors were to be located. I should propose that the professors should be nominated by a central body in Dublin, or learned men appointed by the Central Board, which learned men

D. B. Bullen, M.D.

14 August 1835.

should examine the several candidates in public, and the candidates should be selected solely from the proficiency which they exhibited.

3870. That answer has reference to the first appointment; would you see any objection with respect to the subsequent appointments to allowing the *senatus academicus* of the college to select such men as they thought were calculated to add lustre to their institution, and to send in three names to the Central Board, and to give the Central Board the power of selecting from those three?—I would propose that the local governing body should have the initiation of candidates for future professorships, that those candidates should first be examined by the *senatus academicus*, and where there were two men of nearly equal merit, that then their names should be given in, and the selection between them determined by the body of learned men appointed by the Board, after a strict and public examination.

3871. Do you mean that they should send up more than one name in general, or under particular circumstances only, to the Board?—I would have the confirmation of the appointment in the Board, and if there was any doubt as to the efficiency of the new professor appointed, I would give the Board the power of bringing up the candidates and have them undergo an examination in Dublin. I am opposed to vesting in the *senatus academicus* the absolute appointment. I would prefer the *senatus academicus* initiating the appointment, and the Board determining.

3872. Would you have them send up one name or three names to the Board?—I would have them send up three names, and let the Board determine.

3873. Would you have them specify which of the candidates had the preference?—No, I would not, because it might create a prejudice in favour of one man.

3874. Is it not found in the Roman-catholic Church that the system of sending three names to the Pope, in the election of a bishop, has been attended with very considerable advantage?—I think it has been attended with very great advantage.

3875. What is the course of proceeding?—I believe that after the clergy have elected three names, which are designated *dignus*, *dignior* and *dignissimus*, and that is determined by the number of votes which each has; then the archbishop of the diocese and his suffragans meet and consider those three names, and send in a report to the Pope, giving their views with regard to the merits of the three candidates.

3876. Has not the result of that mode of election been to give to the Roman-catholic Church, generally speaking, men who were considered to possess the highest qualifications in respect of piety and learning?—I conceive that the Catholic hierarchy of Ireland could not be better selected than they have been under that system of election.

3877. Is it not generally satisfactory to the flocks as well as to the body itself?—Yes; it inspires the flocks with great confidence.

3878. Do you see any difficulty in applying that system to other institutions?—Not the least; on the contrary, I think it a most excellent principle to act upon.

3879. You think it would be satisfactory to the professors themselves, and satisfactory to the public?—I do.

3880. Is it found practically that there is much canvassing among the inferior clergy upon those occasions?—I cannot answer that.

3881. Is the canvass upon the election for bishops in the Catholic Church secret?—To my own knowledge I could not say that there is any canvass.

3882. Is not the election secret?—I always understood it was.

3883. Would you recommend, for the election of professors, that it should also be secret?—By ballot, certainly.

3884. How would you arrange the administration of the college; would you give to each of the professors equal powers, or would you appoint a principal to have control and jurisdiction over the other members of the college?—I should recommend that the most elevated and dignified of the professors should be elected the principal; that he should be the organ upon all public occasions, as in Edinburgh.

3885. In whom would you vest the right of election?—In the Central Board.

3886. You would not give that power to the professors themselves?—I would vest the ultimate approbation in the Central Board, but that the professors should send in three names upon the same plan.

3887. Do not you think that the principal would enjoy more of the confidence of the professors at large if he were absolutely nominated by them?—He would, and vesting the nomination in themselves might prevent many sources of jealousy or irritation.

3888. Do you see any reason to suppose, that requiring the approbation of the Board would in any way diminish the confidence which they would place in the individual?—Certainly not; I would vest in the central body the ultimate power of approving of all appointments.

3889. What power would you give the Principal over the other professors?—None whatever, except being chairman of the meetings of the *Senatus Academicus*.

3890. How would you constitute the *Senatus Academicus*?—I would have it consist of all the professors, and entrust to that body the academical discipline.

3891. Would you give an equal right of voting to each of the professors without distinction?—Certainly.

3892. And if the votes were equal, then the principal should have the casting vote?—Certainly.

3893. How many professors do you think would be requisite for a provincial college?—I should think eleven, at least.

3894. On what do you ground that opinion?—From the courses of instruction I would think desirable. The Central Board should have a power of extending or contracting the *Senatus Academicus*, according as there was a demand for any particular branch of knowledge, and, besides, should have the power of suppressing a professorship, or uniting two professorships.

3895. Your answers contemplate the whole range of education being comprised in the college course of instruction?—Yes, including a medical school.

3896. Would you give to the *Senatus Academicus* in a body, or to any individual member amongst them, the management of the funds of the institution?—No; I would have a local board to manage the funds.

3897. How would you have that local Committee chosen?—If it was a provincial college, I would recommend that it should be elected from the town council, and you might have an individual nominated from each county to be a member of the Board; but the objection to giving the counties the power of nomination is the difficulty of electing persons who should be resident in the city.

3898. Could not that be obviated by the county appointing some person resident in the city?—Certainly; I would have each county appoint a person who should be resident, and who should look after the immediate interests of the students from that county.

3899. Instead of vesting it in the Town Council, might not you give to each County a power of naming two persons, so as to form an adequate and sufficiently numerous body?—I would only nominate a certain proportion from the town council; I would nominate three out of the town council, but if the provincial college was in the city of Cork, on account of the superior control which members of the town council would exercise on account of their proximity, I conceive it would be better to have a greater proportion from the town council than from the counties.

3900. You think that a preferable arrangement to choosing on the principle of population or taxation?—I do; I would not wish the Board to consist of more than nine members; three from the city, and one from each county.

3901. Why give so large a preponderance to the city?—I should consider that you would have a greater chance of having three men who would be active members elected.

3902. Might it not be in the power of each county to appoint a resident in the city of Cork, quite as active as any that might be appointed by the Town Council?—Yes; but as that county director would be a voluntary agent, and have no direct interest, I should be afraid of leaving the Board without having some city men more directly interested in it.

3903. How would you select the Directors for the County?—If there was a good grand jury system, I would allow the grand jury to appoint.

3904. Would you allow this Local Board to have any control over the methods and course of instruction, or the discipline of the college?—I would have them exercise a kind of moral control, by giving them the power of suspending the professors, who should be charged with any misconduct in the exercise of their office, or teaching doctrines in their class, contrary to the received opinions of society.

3905. Would you consider the Local Board, constituted in the manner you have suggested, competent to decide upon the incompetence or misconduct of the professors of the College?—I would give them only a suspending power; I would have the power of determining in the Central Board, but I can easily suppose that a professor might be guilty of something that would require immediate suspension. I have had conversation upon this subject with some persons who have spent the

D. B. Bullen, M.D.

14 August 1835.

greater part of their lives in the superintendence of public institutions for education, and it was a point upon which they were particularly anxious, that there should be a local body with an immediate power of checking the professor, if that professor was teaching doctrines contrary to the received opinions of society.

3906. But you would not give them an absolute power of dismissing the professor?—Certainly not.

3907. Do you think the professors ought to be laymen or clergymen, or intermixed?—In a provincial college, where they had no theological faculty, I would give no man a superior claim on account of his ordination, but I would not exclude him.

3908. Practically, how do you think it would work if clergymen of all sects were eligible?—I should dread the effect of bringing together clergymen of opposing sects in an establishment.

3909. Even supposing no real objection should exist to the introduction of clergymen of different religious denominations, would you apprehend that the influence upon the public at large would perhaps produce a want of confidence in the Institution, if such a circumstance were to take place?—I think it would not serve the Institution to give it in any way a religious character.

3910. Inasmuch as there would be no religious instruction, specifically such, given in the institution, except where there was a theological branch, can you conceive any circumstances in which sectarian interference would be likely to be used by a professor, whether he was a Catholic, a Presbyterian, or an Episcopalian?—Yesterday I stated that I was opposed to having any theological faculty in the provincial colleges, but to confine them entirely to the arts, sciences and medicine, and therefore no opportunity would occur.

3911. Do you think that a person filling the situation of a professor in the college ought not to have any spiritual cure or duties?—No; he should cease to exercise his functions as a clergyman.

3912. In arranging the several classes of the College, would you give any precedence to the professor of one class over another?—Certainly not.

3913. Would you require that every person educated in the college should go through all the classes, or select such as he deemed most proper?—I would have a regular course for the students to follow; I would not say that they should attend all the courses, because the student for arts need not attend the courses of medicine, but I would oblige the students of medicine to attend the courses of arts.

3914. In some of the classes you would require assistants; in whom would you vest their appointment?—I would have the appointment of assistants the same as the appointment of the professors, because the assistants would naturally look forward to becoming the professors hereafter.

3915. To qualify for the situation of professor, would you require a certificate of the candidate having passed through any particular course of education?—Provided he showed competence to teach the subject, I would not care where he had obtained the knowledge.

3916. Would you make religious instruction an essential portion of the collegiate system?—What I should propose in a college of this kind is, that the students, on entering their names in the books, should mention what particular sect they were of, and that their names should be sent to the heads of their several congregations resident in the city where their college was, and that the heads of those congregations should provide for their religious instruction in a totally distinct and separate place from the college.

3917. Would you recommend that the pupils should reside in the College?—I would not; I would have it like the Scotch colleges.

3918. Have you any means of judging whether such an arrangement would be acceptable to the clergy of the different religious denominations?—From conversing with clergymen of different denominations, I think I feel myself authorized to say that such an arrangement would be highly satisfactory, and that in fact we cannot establish a college for all sects together, upon any other principle than that of non-residence, and non-interference with religious subjects.

3919. To whom would you entrust the arrangement of a code for the discipline of the College?—I would have one general code determined by the Central Board, otherwise the Central Board could not exercise that immediate authority that they ought to be enabled to do.

3920. Would you make this code obligatory upon each College, or would you allow the *Senatus Academicus* power to frame bye-laws, in contravention of it?—I would allow the Board to permit a discretionary power in certain colleges, where

where certain circumstances may render changes eligible; but I would allow no changes to be adopted, except with the sanction of the Board.

3921. Would you subject those colleges to the periodical inspection of the officers of the Central Board?—Certainly; I would have the inspection frequent and unexpected.

3922. Would you require the *Senatus Academicus* to furnish periodically to the Board a report of their proceedings, and of the progress which they had made in the objects of the Institution?—Certainly; to furnish quarterly and yearly reports to the Central Board.

3923. Would you think it advisable that such reports should be presented in the same month to the Board from all the colleges?—Yes; simultaneous reports, and to have those reports annually classified in a general report, and laid before Parliament.

3924. Would you apprehend any opposition, on the part of such Colleges, to the surveillance or inspection of the Board?—If those colleges had been created previously, I can conceive there would be great opposition to such a strict surveillance; for in a short time, under any other system, the professors may have made comfortable establishments for themselves; but by being a new institution altogether, I think there would be no objection.

3925. Giving the Board the power of building and outfitting the College, such regulations might easily be made conditions of the grant?—Yes.

3926. You have stated that you are not favourable to a large salary to the professors, independently of fees; what do you think ought to be the maximum of the salary?—It would depend upon circumstances: if there was a resident of the city of Cork elected to the professorship, I would not give to that man the same sum that I would give to a stranger, who had to set up an establishment in the city.

3927. But on an average?—I think 150*l.* a year.

3928. Could you get professors willing to teach with only that sum secured to them?—I think I could.

3929. Are you aware of the amount of the salaries of the junior fellowships in Trinity College?—Not above 100*l.* or 150*l.* a year; they depend upon their fees.

3930. Would you recommend that the professors should reside in the college or in the town?—In the town.

3931. So that, in fact, the college would be merely a place consisting of lecture-rooms, on the plan of the London University?—Yes, and the Scotch colleges; I would encourage the professors taking boarders as much as possible, as is done by some of the Scotch professors. Another principle I would be anxious to encourage is, the aggregé principle, which Cuvier established in France, of professors selecting any young men that may seem to have a particular genius towards a particular pursuit, and taking them as pupils and training them up, accustoming them to give demonstrations upon the subjects of the class, and training them up as teachers from their youth.

3932. Would you annex a professorship of the Art of Teaching?—I would. I would endeavour to attach to those provincial colleges a special department for teaching teachers.

3933. Do you prefer the system of a course, or a professorship in the Provincial College, to a separate college especially dedicated to the purposes of instructing teachers?—I do; I think the teachers would acquire a greater extent of knowledge and more comprehensive ideas than they would if they were shut up in a school exclusively confined to teachers; they would then go out with very little knowledge of the world, and very contracted ideas, and besides it would be more economical.

3934. Would you think it advisable to connect with such an institution a School of Arts?—Certainly; I would encourage every department of useful knowledge being attached to those great institutions.

3935. Would you recommend periodical examinations?—Certainly.

3936. How often?—Half-yearly I think would be quite sufficient.

3937. How would you propose that they should be conducted?—Openly and publicly.

3938. Who should be the examiners?—The professors.

3939. Would you combine with the professors the Local Board of which you have spoken?—I would have the local board present, but I could hardly expect

D. B. Bullen, M.D.

14 August 1835.

the local Board to be very competent to examine upon abstruse and scientific subjects.

3940. Do you approve of *vivâ voce* examination or examinations in writing?—I would have both.

3941. What amount of fees do you think would be an adequate remuneration to the teacher?—I would have the courses for medical instruction higher than those for arts; I think in the faculty of arts three guineas should be the maximum, and in the faculty of medicine five guineas should be the maximum; I would have it determined according to the labour of the professors and the time devoted.

3942. This system of education, having in view the instruction of the middle classes of society, would not three guineas for a course, where there are several courses to be followed by the pupil, make a very considerable amount in the course of the year?—I would have the single courses three guineas, but a general ticket admit four courses, 10 guineas.

3943. Do not you think it is desirable that the children of shopkeepers, who may not be able to afford 10 guineas a year, should have an opportunity in such an institution of learning all that may be taught there?—The shopkeepers pay willingly in Cork 10 guineas a year for elementary education of their children.

3944. Are there not many who cannot afford to pay for half a dozen sons 10 guineas a year; do not you think the number of scholars would be very much increased, and therefore the benefits of the institution much more diffused, if, instead of a fee of three guineas, a fee of one, or even half a guinea were required?—I hardly think it would. I would not make collegiate education too cheap.

3945. The question refers particularly to those classes in which the arts are taught, which bear upon the practical pursuits of life, and which therefore ought to be placed within the reach of all?—I would not carry collegiate education to too low a rank of society; I would not give it at such a low price as to open it to anything but the respectable classes of society.

3946. On what grounds do you offer that opinion?—Because I do not see that the lower classes could make any use of it.

3947. Might it not happen that a poor man might have considerable talent, and ought to be allowed the opportunity of its cultivation?—I would limit the price of tickets entirely to what would produce the greatest sum. If they were raised too high they would limit the demand. I would leave a discretionary power in the *Senatus Academicus* to determine the amount of fees, put a maximum, but leave them to determine the minimum, and let them put such a price upon their instruction as would produce the greatest demand.

3948. Is not it defeating the object for which such institutions are proposed to be established, to make the fee depend not upon the desirable nature of the education, but upon the casual circumstance of providing a sufficient remuneration for the master. Would it not be better, if there were not a sufficient demand for the instruction in a particular line, that the professor should receive a fixed salary, than that a heavier fee should be imposed upon the pupil?—I consider collegiate education very different in this respect from elementary education, which I consider a debt from Government to society; but with respect to collegiate education, I would make the persons that availed themselves of it contribute a fair return for receiving its advantages.

3949. Would you not give to any man that felt himself particularly qualified by superior intelligence to aim at something beyond a handicraft trade, an opportunity of obtaining that knowledge at as low a rate as possible?—If a man could not afford to pay for it, and at the same time showed remarkable abilities for any branch of science, I would then have some method by which he should obtain a collegiate education, but with respect to the amount of fees we must establish some limit, and I think there is no principle fairer than that of price, by leaving a discretionary power in the professors, whose income will depend upon the fees, to put such a price as will create the greatest demand.

3950. You have said that you would make a distinction between the fees payable by students in arts and by the students in medicine; is it with the view of preventing competition in medicine, that you would suggest that difference?—Not of preventing, but of limiting it, because if you hold out inducements to young men to embark in the medical profession, by giving them a cheap education in it, you will lead young men to adopt a line of life in which they will be disappointed.

3951. Is not the same remark applicable to surveying?—A man who has been educated as a surveyor is not incapacitated from applying himself to other pursuits

pursuits of industry, but when a man has once embarked in the medical profession, almost every other career of industry is closed to him.

3952. Does not that competition correct itself?—It does; but it will do a great deal of local mischief if a great inducement is held out to young men to embark in the profession.

3953. Do you not think that the most eligible mode of restricting is to divert their ambition into other channels, by giving opportunities for embarking in other departments of intellectual exertion, such as the department of engineering, and agriculture, &c. &c.?—I conceive that the establishment of provincial colleges will be of great benefit in that respect, by preventing the great run both upon law and medicine, by which those professions are very much overstocked, and that it will open new channels of intellectual industry.

3954. Is there any reason why a farmer's son, for example, should not receive as good an education as such a college could afford?—No reason whatever; and having received that education he would be more competent to pursue his agricultural pursuits.

3955. Is it not the case in Scotland that many men who pass their lives in the management of farms, possess a better education than even many professional men?—Much better; they possess much more general knowledge.

3956. Is it found that their being possessed of this knowledge has a tendency to make them less inclined to the pursuits of agriculture?—On the contrary, it attaches them the more to it, and prevents their seeking a profession, as in this country and Ireland.

3957. If certain qualifications of previous study were required as a condition of eligibility to civil offices under Government, do you think it would tend to divert a considerable portion of intellectual exertion at present from the learned professions to a new course?—I do; I think that if provincial colleges were established, it should be required that persons seeking for public employment requiring intellectual exertion, should be obliged to receive a collegiate education.

3958. Would you recommend also the establishment of institutions for intermediate education, such as county academies, embracing a course of education above the elementary, and yet inferior to the collegiate?—I would not be fond of multiplying institutions. At present in Cork the elementary schools embrace such an extended system of education as to fit the pupil for the university course, and where those schools exist that would be sufficient.

3959. In fact, the elementary schools you have described at Cork, are academies rather than elementary schools?—They are; but where they do not exist I would provide academies of the kind alluded to.

3960. Are you acquainted with other educational establishments in Cork, besides the school which you mentioned yesterday?—Yes, I am professionally connected with one; I am medical attendant to a great establishment in the neighbourhood of Cork, for the education of females of the higher classes.

3961. Can you give the Committee an idea of the course pursued in that school?—Yes; I have an outline of the course of instruction given there, which I think is very extended. The school appears to be conducted upon a most excellent plan.

[*The Witness read the same, as follows:*]

THIRD SCHOOL.

Religion. Butler's Catechism, Henry's Historical ditto, Practical ditto, Reeves's History of the Bible; all of which are explained familiarly by the head teachers.

English. Blair's School Dictionary and Class Book; Miss Milikin's General History, in questions and answers: Farrell's English Grammar; Pinnock's Catechisms of Geography, General Knowledge, Ancient History, Modern ditto, Classical Biography, with those of the Histories of England, Scotland and America.

French. Verbs of every kind, Chambeare's Treasure, Easy Dialogues, Perrin's Fables, Mrs. Affable, Recueil Choisi.

Writing. This is taught by one of the nuns, for three quarters of an hour, every day but Saturday and Sunday.

Arithmetic. This is also taught regularly by two separate teachers, more by familiar explanations than by the assistance of any general class book.

Plain Work, of every kind, taught by a distinct instructress.

SECOND SCHOOL.

Religion. Henry's Historical Catechism, Butler's General ditto, Reeves's History of the Bible, New Testament. Catechetical religious instruction twice a week.

D. B. Bullen, M.D.

14 August 1835.

English. Farrell's English Grammar, with elucidations from Murray given by the teacher; Pinnock's Catechisms of Roman, Grecian, Irish and English History; English History, by Mrs. Young; Grammar of History, Ancient and Modern, by Robinson; a Synopsis of English and French History, arranged by a member of the establishment; Artificial Method of learning Chronology, arranged by ditto; Pinnock's Catechisms of Mythology and Classical Biography; Goldsmith's Geography; Blair's School Dictionary; Thomson's Arithmetic.

French. Verbs of every kind; a short Grammar, compiled and abridged from Chambaud and Levizac; Praval's Idioms; French Conversations, by Madame Campan; Telemachus; Contes à ma Fille; Writing sous la dictée; Exercises, and French Letters.

Writing, Plain Work and *Embroidery,* taught as before.

First School.

Religion. Principles of Roman-catholics; New Testament; Reeves's History of the Bible. Instructions given for the space of half an hour, three times a week, by the head teachers.

English. Murray's Grammar and Exercises; English Letters; English Composition; Poetry recited; Biographies ditto; Magnall's Questions; Roberts's and Ewing's Geographies, which are amplified and modernized by the teachers, who supply their pupils in manuscript with every new fact or discovery which can be gleaned from Periodicals, Travels, Encyclopædias, &c. &c.; History, either Ancient or Modern, as appointed for each, to be read attentively and accounted for at the end of each month; Synopsis of English and French History, as before; Chronology ditto; Pinnock's Catechism of Astronomy, explained by the teacher; Use of Globes; Heraldry; Lindley's Ladies' Botany; Withering's Arrangement of British Plants; Main's Popular Botany; Young Botanist's Guide; Pinnock's Catechisms of Chemistry, Mental Philosophy, Ichthyology, Mythology, Natural History, Mineralogy, &c. &c.; Hort's Ladies' Mythology; Thomson's Arithmetic.

French. Conversations, by Madame Campan; French Grammar, as before; Levizac's ditto; Verbs; Essays upon a given subject in French; Letters, to be corrected by the teachers; Exercises; Writing sous la dictée; Repetition, from some good French author; Contes à ma Fille; Conseils and Encouragemens ditto; Racine's Works; Meditations Poetiques; Genie du Christianisme; Annales de la Vertu.

Italian. Zotti's Grammar; small Grammar, arranged in English by one of the teachers; Novelle Morali; Graglia's Letters, Ganganelli's ditto; Storia di Popoli Italiani, by Carlo Botta; Gerusalemme Liberata; Filicaja; Metastatio; Monti; Exercises; Letters, as before; Dialogues.

Embroidery and *Ornamental Fancy Work* taught here.

The "Athenæum" taken in regularly, also the "Penny Cyclopædia."

General Reading Books.

British Biography; Juvenile Plutarch; Mrs. Aikin's Poetry for Children; Histories of Greece, Rome and England; ditto France, Scotland, America and Spain; Reeves's Church History; Graham's ditto; Gillies' Modern Greece; Keightley's War of Independence; Sir Walter Scott's History of Scotland; Barlow's History of Ireland, Mr. Geoghan's ditto; Nature Displayed; Biographies of Modern Public Characters; Rollin's Ancient and Roman Histories; with many other miscellaneous works.

The education of the children of the neighbouring poor is obligatory on the members of the community, many of whom are employed daily, from nine o'clock until four, in imparting to them every species of instruction suited to their respective grades; they are carefully instructed in the history and practice of religion, and progressively in spelling, reading, arithmetic, writing and needlework.

3962. Have they any day scholars?—They have 100 day scholars, that receive gratuitous instruction out of the house; but there are generally about 70 females of the better class of Catholics receiving that education.

3963. What is the amount of fee paid?—The pension is 40 guineas; but the extra accounts make it amount to from 80 guineas to 100 guineas a year.

3964. How are the great body of the middle classes provided with instruction?—They have day schools.

3965. Have they any education equal to that you have been describing?—None whatever; there are a number of cheap schools, but nothing calculated to give such an extended system of education as this; that school has a powerful influence in forming the minds of females in the south of Ireland.

3966. Are they principally from the neighbourhood of Cork?—No; a great many from Dublin, and Kilkenny, and Limerick.

3967. Is the Institution increasing or diminishing?—Increasing; they have expended about 20,000 *l.* in building in the last few years; they have 40 acres of ground.

3968. Are they provided with Museums?—They are beginning to collect curiosities, in order to form a museum.

3969. Is

3969. Is it entirely a private establishment?—It is; there are no public funds.

3970. Have you observed among them great anxiety to possess themselves and apply the most improved methods of education?—So much so, that they have consulted me with respect to obtaining the different systems of education; they have been comparing them together, and adopting what they considered was feasible for them, and improving their own system of education by every available suggestion.

3971. There is no hostility to any improvement?—On the contrary, a great anxiety to receive any improvements.

3972. Have any educated at that establishment acted afterwards as governesses in private families?—I think the station of the pupils has been such as to secure them from the necessity of that; there have not been any to my own knowledge.

3973. How many religious are there employed in superintending the department of education?—About 40, employed directly or indirectly in superintending the establishment; they appear to me more zealous in educational reform than anybody I know.

3974. Do they exercise these duties independently of any superior control?—The bishop has a superintendence and control over them, but only so far as relates to ecclesiastical discipline.

3975. He does not interfere in the literary department?—Except as a friend and adviser.

3976. As he is a literary man himself, do you not suppose that such interference has a beneficial influence?—I should think it has a beneficial influence.

3977. This course of education is not merely the carrying out the views of others, but the result of their own intelligence, as brought to bear upon the course of education?—Their own intelligence is brought to bear, and they exercise it by evincing the greatest anxiety to effect educational improvement upon safe and practicable principles.

3978. Have you had any opportunity of judging whether the education given be of such a solid kind as to produce permanent beneficial results in after life?—I conceive the effects to be most beneficial, by giving to the females who exercise such immense influence upon society, a quantity of solid information, and sound good sense and liberal principles.

3979. Are you acquainted with other establishments of a similar kind in the province?—No; there is no similar institution that I am acquainted with for the higher classes, in the neighbourhood of Cork; there are many other religious institutions in Cork which give education gratuitously to the poorer classes.

3980. Are they above the ordinary description of elementary education given in the town?—The system of education diffused by the institutions of Cork amongst the poorer classes is very extensive, and of as high a character in some points of view as is given to the better classes. Those religious schools diffuse a certain knowledge of arithmetic and mathematics, they do not give any knowledge of classical literature; but in so far as they teach arithmetic and mathematics and practical elementary knowledge, they diffuse a most extensive system of knowledge amongst the lower classes.

3981. Amongst both sexes?—The Frères Chrétiens give education to the males, and the nuns of the Christian orders to the females. I should think that gratuitous education is given to from 8,000 to 9,000 children every day in Cork, by the Catholic religious institutions.

3982. Which are the schools under the Christian Brothers?—The North Monastery Schools, the Lancasterian Schools and the South Monastery Schools.

3983. How are the funds provided for these institutions?—Voluntary contributions, by charity sermons, from the middling and poorer classes of the Roman catholics, and from some charitable individuals, Protestants, who subscribe also.

3984. Are these contributions confined to the district?—No; latterly they have got a large sum of money from a physician who died, and left 7,000*l.* to 8,000*l.* to one particular school.

3985. Where the education is gratuitous is there any difficulty in obtaining the attendance of the lower classes?—No; they have evinced the greatest avidity for education.

3986. You have had an opportunity of knowing the feeling of the tradesmen and mechanics of Cork upon the subject of education, can you say whether there is great anxiety amongst them to raise their intellectual condition?—There are two classes of mechanics in Cork: there is, first, the minority, or those who are industrious, temperate and sober; these men evince the greatest anxiety for intellectual

D. B. Bullen, M.D.

14 August 1835.

cultivation; and there are also the drunken and dissipated, who care very little for anything but drinking whiskey.

3987. Do you not think that you might subtract some from the majority and add them to the minority, by providing institutions which would attract and captivate their attention?—I think the gradual working of education will ultimately do more to reclaim them from their evil courses than any other course that can be adopted. The young men that receive the education are infinitely superior, and anxious to improve themselves much more than the elderly classes.

3988. Do you find that those who have received a good education in the schools you have described, continue their studies afterwards?—They do, and it is those men that are most anxious to improve themselves.

3989. What are the institutions established in Cork for the continuance of the education of the lower classes?—There is the Cork Mechanics' Institute; I do not know any other.

3990. What is the constitution of the Cork Mechanics' Institute?—It was founded about the year 1824 or 1825, and the original subscriptions were upwards of 1,600 *l.* The annual subscription by the members and pupils is 10 *s.* a year each; they average about 250 *l.* per annum.

3991. Are there public lectures?—I gave them a course of gratuitous lectures on chemistry, as applied to the practical purposes of life; and I never had so attentive a class, or a class that I took so much pleasure in lecturing to; they appeared much interested in the course, and anxious to improve by it.

3992. Are you aware that such a feeling prevails also in Limerick?—I cannot answer for Limerick; I should suppose that it did.

3993. Would the mechanics in general consider it of advantage to them if there were a power of local assessment, for the purpose of providing lectures and facilitating the acquisition of knowledge?—They would be exceedingly anxious to have cheap lectures given in such institutions; and one of the results I look forward to in creating provincial colleges is, that the aspirants for lectureships will gladly avail themselves of the Mechanics' Institutes as training schools, to give lectures, and form themselves for the higher branches of instruction and for the professorships, by the exercise of the faculty in the Mechanics' Institutes and similar institutions.

3994. Is there any building belonging to the Mechanics' Institute?—There is a very good building erected by the original subscription. It consists of a library and reading-room for members; the library consists of upwards of 1,500 volumes; one London and three Cork newspapers are taken for the use of the members. The average number of members is 200; when popular lectures are given, there were sometimes 400 members, and Dr. Lardner's lectures were attended by 500 to 600 members. The subscription is 2 *s.* 6 *d.* per quarter. The Institution is open from half-past 11 in the morning till half-past three in the afternoon, and from six till 10 in the evening. The second department of the Institution is a day school for members, or the sons of members, in which they are taught conic sections, geometry, land-surveying, mensuration, astronomy, navigation, book-keeping, arithmetic, English grammar, geography, &c. The number of pupils in this school is generally about 120; the terms 5 *s.* per quarter. The first master is paid a salary and a per centage, the second master a salary only; all by the Institute. The third branch of the Institution is a school of design; the number of pupils is very variable, sometimes as low as 10 or 12, sometimes as high as 50; the terms 5 *s.* per quarter, for three evenings in the week, for two hours each evening. The fourth branch is a French school, recently established, from 15 to 20 pupils, open two evenings in the week; terms 5 *s.* per quarter.

3995. What is taught in the School of Design?—They have a clever master, who, I believe, will give instruction in any branch of the art, according to the bent of their genius.

3996. It would appear, from the statement you have read, as if drawing were one of the studies in which the mechanics feel an interest, as applicable to the arts of life?—They feel a great interest in it, especially the carpenters and builders, and consider it a most useful branch of education.

3997. How comes it, generally speaking, that in so large a population of mechanics, there are so few students in the school?—It is only the better class, and the better disposed part of the tradespeople, that avail themselves of the Mechanics' Institute.

3998. If drawing as in the German, and as is proposed in the French schools, were

were made an integral part of education for the lower classes, do you suppose that the number of students would increase?—I think it would increase very much.

3999. What do you conceive to be their motive for making French an object of acquisition?—The improved taste arising out of the operation of the Institute.

4000. Is it a desire to read French books?—To know the language. During the last winter a conversation class has been formed; and it may be interesting to state that a paper was read on the use of machinery, by a working mechanic; he contended that it was hurtful to the working classes; against him every other mechanic who spoke contended for its beneficial influence.

4001. Is Music cultivated in any degree in the Mechanics' Institute?—No.

4002. Is it cultivated in any schools, with the exception of the school for the higher classes?—No, it is not; but there is a great increasing knowledge of music amongst the mechanics of Cork. Where they learn it I know not; but groups of them assemble in the evening and sing in parts, and sing correctly.

4003. Do you not think it is much more desirable that the poorer classes should be encouraged to do as is do ne in Germany, to meet to sing and play, than to be allowed, from the want of intellectual recreations to spend their time in drinking whiskey?—I think that the more Government provides for their innocent recreation and their harmless pleasure, the more real benefit they will do them, for if they do not give them an opportunity of enjoying themselves harmlessly, they will run to the whiskey shop. But it is to be considered that the use of whiskey increases the revenue; and it might not be easy to introduce a system of the other kind that would bring so much money to the Exchequer.

4004. Is it not obvious that this is a false view of finance, would not the same money they now spend in whiskey be applied under a better system to the purchase of other and more wholesome commodities, and which, at the same time, would also pay revenue?—Yes; if they gave cheap tea and coffee to them, in place of that deleterious fluid whiskey, the revenue would be rather benefited, and the morals of the people much promoted.

4005. Do you think that the maladies prevalent amongst the lower classes are considerably increased by their devotion to whiskey?—I conceive the consumption of whiskey, as at present in Ireland, the most pernicious scourge that ever a country laboured under.

4006. Do you think it adds considerably to political violence?—It brutalizes them too much to think even of politics.

4007. If Music were made a portion of elementary education, do you think that any objection would be felt against its more frequnnt introduction into actual in the greater part of Ireland?—On the contrary, I think there is the greatest taste for music in Ireland, and it would be most useful.

4008. Has not some difficulty been found in extending these institutions from the want of sufficient funds for the providing of land and the erection of buildings?—That is the great obstacle, for I conceive that if the institutions are well provided at the outset with a good building and the machinery for working, that then the public, recognizing their utility, will support them afterwards; but where they are imperfectly created at the outset, the public will be indisposed to give money to carry them on.

4009. Have you found that local politics have injured the practical operation of the Mechanics' Institution?—I think that local politics, by diverting the public mind from practical pursuits, have been injurious. Many intelligent young men in Ireland have been forced to devote their energies to political agitation, when if the subjects of agitation were removed, they would devote their energies to the less exciting and practical pursuits of life.

4010. And, *vice versâ*, do you not think that the want of these institutions has frequently thrown the intellectual powers of the country upon productive of political excitement?—The want of those institutions, being a strong and evident proof of exceedingly bad government, necessarily forces the people to endeavour to reform that government, a great defect of which is the want of those institutions.

4011. Do you not think, in addition that having no other intellectual occupation provided for them, they necessarily seek for intellectual excitement in subjects of general interest, such as political questions in Ireland.—It follows, as a necessary consequence, that where intelligent, and I will say highly-gifted young men have no other honourable pursuit for their ambition than politics, they will pursue the career of politics from that cause, having no other object to which they can direct their attention.

D. B. Bullen, M.D.

14 August 1835.

4012. Would you provide for the building of these institutions from the funds of Government?—I would.

4013. How would you support them?—I would support them, where it was necessary, by an assessment on the district; but if they were well-founded, the benefits of them would be such, that society would support them.

4014. In whom would you vest the power of assessment?—In the grand juries, or in the town councils, or whatever new body may be constituted.

4015. You would conceive a representative body the most fit?—Certainly.

4016. Do you think that the rate-payers would object to such a power?—Latterly the rate-payers of some towns, from their great dread of local taxation, have actually opposed great improvements, from the dread of increasing local taxation.

4017. Do you suppose that the Town Council, which would be composed of better informed men than generally attend the meetings of rate-payers, would feel same objection?—If the rate-payers were convinced that the Government would create those institutions upon a good foundation, I think then the members of the town council would support them.

4018. If Government made it a condition for the erection of any of these institutions, that the town should assist itself for their support, do you think there would then be any objection?—In the present state of taxation in some parts of Ireland, I should very much fear that if a discretion were left to the grand juries to impose a tax, however light, they would be reluctant.

4019. Would you contemplate such opposition on the part of the Town Council, elected as it is proposed to be, by the pending Bill?—Unless the system of education was improved.

4020. Suppose the amount required was very limited, say a few hundred pounds?—No, I do not think they would object, if it was very light.

4021. Would you recommend, where these buildings were erected by Government, and supported by the town, that they should be put under the control of the Board of Education, meaning by "control" the power of inspecting and requiring periodical reports for their information?—I would have the Central Board of Education exercise a severe and constant control.

4022. Do you think the towns or counties would object to such control?—I do not think they would; I think those that were creating such institutions would rather be anxious for that control.

4023. On what grounds do you found that opinion?—From conversations with persons who are anxious for such institutions.

4024. In addition to the superintendence of the National Board, would you recommend a local administration?—Certainly, for I do not think the affairs could go on without both.

4025. Would you recommend the appointment of a Local Committee, upon the same principle as you recommend a committee for the management of Colleges?—I would, provided it were fairly elected from the contributing body.

4026. You would require that periodical reports should be sent from these institutions to the National Board. When you say "periodical," do you mean at the same period as the other reports of schools and colleges?—Yes, so that the Central Board may be enabled to give a general report of the state of education.

4027. Would you think it useful, on the part of the Board, to send to the different institutions copies of the reports, in order to inform them of the progres of education in other districts?—Certainly, to excite as much as possible an emulation between the different colleges and institutions.

4028. In addition to the Mechanics' Institutions, would you recommend the formation of Literary and Scientific Institutions?—I think they would follow as a matter of course, when a good scientific and literary education was generally diffused. Upon leaving colleges persons would form those literary and scientific associations.

4029. In general it is found that these institutions have not flourished, from the circumstance of not having proper buildings for libraries and museums, &c. &c. the outset. Would you require, in the case of Literary and Scientific institutions, provision to be made in the same way by Government for the building of such establishments as colleges and elementary schools?—I would provide that every individual member should contribute annually; that the investment, at the outset, should not secure the permanence of the privilege, because the permanence of such privileges I conceive to prevent the creation of an annual income, without which they cannot be permanently maintained.

4030. Would not you think it advisable that those institutions should be open, in

in a certain degree, to the public at large; for instance, their museums?—Under such restrictions as will secure their preservation. D. B. Bullen, M.D. 14 August 1835.

4031. Would you not then require that the district in which they were situated should contribute to their support by assessment?—When the Government had created such institutions, the community should support them by assessment.

4032. Would you recommend that the present institution of Cork, instead of being applied to the formation of a provincial college, should be continued as a scientific and literary institution, with such improvements as you have suggested?—If Government entertained the question of collegiate education, I should strongly urge their creating a college upon the principles that have been discussed, totally distinct and separate from the Cork Institution, and leaving the Cork Institution to its proprietory to be re-modelled and appropriated entirely as a scientific and literary institution. But if Government are reluctant, on account of the expense, to advance a sufficiently large sum for the creation of a provincial college, then I would say, we have so much property which we are ready to offer as our contribution to the object, in order to induce Government to confer such an inestimable benefit on our local community.

4033. What are the number of booksellers' shops in Cork?—I think we have a dozen, besides a great many book-stalls.

4034. Are you of opinion that the sums required from Government would not be very considerable, and that the application of those sums to such purposes, would be most judicious, as tending very much to promote the public peace and tranquillity, and the improvement of the country at large?—The great demand from Government would be the advance, in the first instance, to build those institutions, but afterwards the community would support them; and I conceive that nothing that Government could do would secure the tranquillity, and promote the permanent improvement of Ireland, so much as establishing a system of education.

4035. In what way would a system of collegiate education necessarily tend to promote the peace of the country?—By bringing together the better classes of all sects and fusing them together, instead of having them arrayed in sectarian hostility to each other as they are present, and diverting the mind from political agitation, holding out new sources of occupation, and new channels into which the intellectual powers of the country might be directed.

4036. Do you suppose that it is that class of society which are the causes of the peace of the country being disturbed?—I should think the middle classes have a most powerful influence upon the political state of the country.

4037. Do you suppose that the outrages which take place, and the generally disorganized state of society, which is said to exist in many parts of Ireland, originate in that class of society?—I do not think the prædial outrage has anything to do with it.

Lunæ, 17° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

Richard Anthony Blake, Esq., called in; and further Examined.

4038. IN the second report of the Commissioners of National Education in Ireland, it is stated the number of schools at the close of last year to have been 1,106, and the number of attendant scholars 145,521; that grants towards the establishment of 191 additional schools had been made by you, calculated to contain 39,831 children; that of the signatures to the applications made to you for aid, 140 were from clergymen of the Established Church, 180 from Presbyterian clergymen, 1,397 from Roman-catholic clergymen, 6,915 from Protestant laymen, and 8,630 from Roman-catholic laymen: have you any reason to doubt that the signatures to those applications are genuine, or that the numbers stated in the report are accurate?—None whatever. R. A. Blake, Esq. 17 August 1835.

4039. Is it your opinion, from the above facts, that the adoption of the system at present organized will become general, by both the Protestant and Roman-catholic clergymen, and by the Protestant and Roman-catholic laymen in Ireland; and that on the whole it has hitherto been beneficial generally, and acceptable to them according to their respective wants?—I think it will spread very generally, and that it has already proved beneficial and satisfactory to a very great extent.

R. A. Blake, Esq.

17 August 1835.

4040. Have you recently heard any particular objections urged against the National Board system of education?—I have not; on the contrary, I think the opposition to it less than it was.

4041. Does the number of signatures to the applications of Protestant clergymen bear about the same proportion to the number of signatures of Roman-catholic clergymen, as the members of the Established Church bear to the Roman-catholic population in Ireland?—They do; our last report shows the number of applications made to us, and the number of signatures, Protestant and Roman-catholic, clerical and lay, to each; but I should observe that many of them are made by the same persons, so that thus it sometimes occurs that there are the same signatures to different applications. This will appear at once by reference to the details given in the returns annexed to our report, as it appears that there are, for instance, many schools in one and the same parish; and the probability is that the same persons applied for the whole, or for several of them.

4042. It appears that the signatures to applications for schools by Protestant laymen bear a much higher proportion than the signatures by Catholic laymen; how do you explain this?—A considerable portion of the property of Ireland is in the hands of Protestants, and Protestants thus bear a higher proportion to Roman-catholics in that class of society from which the applications in general come, than they do in the mass of the population; the difference may thus be accounted for.

4043. You state that your Board has published five lesson-books, which afford information upon different subjects of education; also extracts from the Scriptures, consisting of selections from the Book of Genesis, the Gospel of Saint Luke, and the Acts of the Apostles, interspersed with passages from other parts; and a volume of sacred poetry. By whom were these extracts from the Scriptures drawn up, and before their introduction into your schools were they sanctioned by all the members of your Board?—They were drawn up by the Reverend Mr. Carlisle, and after having been revised by the Board, they were unanimously adopted by us; they are therefore published with the full sanction of the entire Board. I beg to add, that Mr. Carlisle is a minister of the Scotch church in Dublin, and is, I believe, of the class of Presbyterian clergy generally called evangelical.

4044. Are these elementary books, which it is presumed are intended to be only subsidiary to the study of the Bible, calculated for the use of other schools which children of different denominations may frequent without clashing with the doctrines of any particular class of Christians?—I think they are.

4045. Have your elementary books of arithmetic, geometry, your series of reading and arithmetical lessons, met with general approbation?—They have.

4046. Do you furnish a supply of these books to each of your schools?—We do, gratis.

4047. Your report contemplates the ultimate completion in 10 years of 5,000 national schools in Ireland, required for the elementary education of a population amounting to about 570,000, between the ages of seven and 13 years. Would you propose annually to levy locally on the districts all the expenses required, above the annual grant of 50,000 *l.*, in the next nine intervening years; or during that period, is it your opinion that the annual grants should bear the same proportion to the local assessment, as in your former examination you stated should be the proportions after the completion of the whole establishments, viz. 50,000 *l.* to 150,000 *l.*, or one-fourth of the annual charge?—I think it should bear that proportion at the least.

4048. What number of applications await decision at present, till funds are provided?—When I left Ireland, there were between 300 and 400 applications before the Board.

4049. Can you furnish the Committee with the instructions given to your Inspectors?—Yes; if the Committee will allow me, I will read the whole of them.

[*The same were read, as follows:*]

Instruction to Inspectors.

General Principles of the system of Education, to be attended to by the Inspectors.

1. The Commissioners do not take the control or regulation of any school except their own model school directly into their own hands, but have all schools aided by them under the authority of the local conductors. The inspectors will therefore not give direct orders, as on the part of the Board, respecting any necessary regulations, but point out such regulations to the conductors of the schools, that they may give the necessary orders.

2. In all schools aided by the Commissioners, certain days, at least four, and certain hours, at least four in each day, are understood to be set apart for moral and literary education,

tion, during which children of all denominations are to be educated together; during these hours, no book inculcating or countenancing peculiar views of religion is to be used: as the Holy Scripture is itself unhappily subject of controversy in this country, both in regard to the books which constitute Scripture, and to the translation of it; and as the introduction of the Bible into schools for common education has created much contention and dispute, and prevented a very large proportion of the poorer classes of Ireland from sending their children to schools receiving Government aid, it is not to be introduced during these hours set apart for common education. But every facility is to be given for the reading and explaining of the Scriptures, either before or after these hours, or for any other mode of communicating religious instruction, either by the pastors of the children respectively, or by persons authorized by them: one week day at least is to be set apart for religious instruction, under the same restriction, namely, that it be given by the pastors of the children, or by persons acting under their auspices.

All books used in the schools during the hours of general instruction are to receive the sanction of a Board. Those which the Board has already sanctioned are the school-books of the Kildare-place Society, and the latest corrected edition of the school-books of the Catholic Book Society. The general lesson is to be hung up conspicuously in the school-room. The inscription "National School" is to be put up conspicuously on the outside of the school-house.

Should the inspector find in any school a departure from any of these regulations, he is to represent the matter to the conductors of the school; and if it be not rectified, he is to report immediately to the Commissioners.

3. The objects which Government have in view are: First, to promote the general intelligence and good conduct of the poorer classes of this country. Secondly, to allay animosities, and to cultivate good feeling between those parties that may have been at variance. Thirdly, to introduce as much of religious instruction as can be done without exciting jealousy and contention, and hostile feeling, either towards the Government or towards one another.

4. The Commissioners are anxious to stand on the most friendly and affectionate terms with the patrons, conductors and teachers of all schools aided by them. They therefore wish the inspectors to be at all times as conciliatory as may be consistent with their duty.

II.—*Inspection of Schools.*

A LIST of the schools to be inspected shall be given to each inspector, which he shall visit in such order as may seem most convenient.

He is not to give previous notice to any school of the time of his visit, but rather endeavour to arrive with each when he is not expected.

In cases in which grants have been made towards building or repairing school-houses, of which he will be informed, he will examine whether the grant has been properly applied; whether the building or repairs have been executed according to the plan, or are in a progress towards being executed. He will make such inquiry respecting the applicants for such grants as the Board may see it necessary to direct. On entering the school and introducing himself to the master, he will immediately examine whether the fundamental regulations of the Board are complied with, and point out whatever may be defective.

He will then observe the mode of teaching adopted by the teachers, and suggest to them such improvements as may occur to him. In all his intercourse with the teachers, he will treat them with the most perfect kindness and respect, apprizing them privately of what he may see defective, and noting it to be reported to the Board, but by no means addressing them authoritatively.

He will take with him a copy of the general lesson; and in the event of its not being previously put up, leave it with the master to have it put up immediately. He will also take a copy of the sheet containing the Ten Commandments, and leave it with the master, that it may be also put up, provided the conductors of the school approve of it, but not otherwise.

It is desirable that the inspectors should have communication with the conductors or patrons of all schools visited by them, for the purpose of obtaining information and suggesting improvements.

He will ascertain the advancement of education among the children, noting the proportion of children who can read fluently, what progress they have made in writing and arithmetic, whether any be taught geography, grammar, book-keeping, mensuration, or whether girls be taught sewing and knitting. He will observe whether there be anything in the aspect and regulations of the school that tends to confine it to one particular denomination of children, that he may report it to the Board.

He will not omit visiting any school upon his list in consequence of report that it has been closed, but will go to the place, make inquiry into the circumstances, that he may report them accurately to the Board.

He will use the most effective means that may occur to him for ascertaining the number of children really in attendance at the school; examining the roll, the register of daily attendance, and making such inquiries as may put him in possession of exact knowledge on the subject.

He will observe the general appearances of the children in the school, whether cleanliness seems to be required, and order observed, particularly in regard to the two great rules of order, "a time for everything, and everything in its time: a place for everything, and everything in its place;" also the orderly passing of the children from one exercise to another, as well as the entering and leaving school.

R. A. Blake, Esq.

17 August 1835.

III.—Inspectors will make inquiry respecting the state of education in every neighbourhood that they visit; such as the number and nature of schools in the neighbourhood, the disposition of the people to receive education, the prevailing defects, &c. Each inspector will make himself master of the system of education promoted by the Board, in its fundamental principles, that without appearing on behalf of the Board in public, he may as he has opportunity in private explain it, and the reason for its rules.

The inspectors will carefully avoid permitting themselves to be drawn into political or theological discussions. During every journey the inspector will inform the secretary from time to time by letter of their progress, that they may be addressed at any post-town through which they may pass. They will be careful to call at the post-office of every post-town in their route, for letters.

At the close of each tour of inspection, each inspector will address a letter to the secretary, giving a general report on the state of education in the district which he has visited, noting the general state of the national schools, whether the number of schools and of scholars be increasing or decreasing, and the cause of either; the general aspect of the schools, and character of schoolmasters, suggesting whatever improvements may occur to him.

When inspectors are in Dublin they will be expected to attend the model school, or any other schools that may be pointed out to them, for the purpose of making themselves perfectly acquainted with the system of teaching pursued by the head-master, and also of aiding introducing improvements in schools in the metropolis, as the Commissioners are anxious that all schools in Dublin and its immediate vicinity may be such as will fit them for becoming model schools for the rest of the kingdom: they are directed to pay particular attention to the instructions and suggestions of the head-masters.

When the inspectors are in Dublin they will leave their address at the Society's office. They are also expected, unless other duties prevent them, to call at the office every day.

4050. Are these instructions given to every Inspector?—They are.

4051. Are the Inspectors furnished with any particular form for their reports?—They are.

4052. Is that form universal, or is it applicable merely to some particular cases?—The form is universal; I have one here, which, if the Committee will allow me, I will deliver in.

[*The same was delivered in, and is as follows:*]

A.D. 1835.

REPORT upon National School, situate in the Parish of
County of
Post Town and Examined into from Correspondent. Visited on the day of o'clock until o'clock. of

SCHOLARS.

—	Present at the time of Inspection.	On the Books for the last Six Months.	Average Attendance for the last Six Months.
Males - -			
Females - -			
Total - -			

THE NUMBERS PRESENT WERE LEARNING THE FOLLOWING BRANCHES.

LESSON BOOKS.	No.	ARITHMETIC, &c.	No.	WRITING.	No.
Book No. 1 - -		First Four Rules - -		Writing on Slates -	
Do. No. 2 - -		Compound Rules and Reduction - -		Ditto on Paper -	
				Branches for Females.	
Do. No. 3 - -		Proportion and above -		Sewing - - -	
Do. No. 4 - -		Book-keeping - -		Knitting - - -	
Do. No. 5 - -		Mensuration - -		Straw Platting - -	
Scripture Extracts -		Geometry - - -			

R. A. Blake, Esq.

17 August 1835.

DAYS FOR GENERAL INSTRUCTION.	NUMBER OF HOURS EACH DAY.

Day set apart for Religious Instruction.	Hour on each other Day, (if any.)	Religious Instructors, distinguishing their Denominations.

NAMES OF THE TEACHERS.

MALE.		FEMALE.	
aged	trained.	aged	trained.
aged	trained.	aged	trained.

1. Is the inscription "National School" conspicuously on the outside of the school-house, and is the general lesson hung up within?

2. Is the school furnished with a copy of school rules? Are they filled up in strict accordance with the regulations of the Commissioners, and is the school so conducted?

3. What are the vacations?

4. Is the gratuitous stock of books in the school? State its amount, and if there be an entry of it in the report-book. State, by name, what other books are in the school, and if any additional supply be necessary.

5. Is there anything in the aspect or regulations of the school, which tends to confine it to any one denomination of children? If so, describe it.

6. Are the accounts of the proficiency and attendance of the scholars kept correctly?

7. Does the school appear to be conducted with efficiency?

8. State your opinion of the teachers?

9. What is the amount of the income of the teachers, and whence derived?

10. State the rates of payment. Are any, and what number of children, admitted gratuitously, and by whose recommendation?

11. On what subjects did you leave memoranda for the teacher's attention? How many classes in the school? Did you examine them all?

12. State the subject of your interview with the manager or correspondent.

13. State whether the school-house is secured by lease or otherwise, for the purpose of education, and to whom. From what funds was the building erected, and who pays the rent for it?

14. Description of house:
Is it on church, chapel, or meeting-house ground, or connected with any house of divine worship?

(*continued*)

R. A. Blake, Esq.

17 August 1835.

Materials built of:
Dimensions, length, breadth and height:
Light and ventilation:
What apartments are for school-rooms, and their dimensions?
Are there apartments for teacher?
How many desks and forms are there? Of what length is each?

15. Have the grants made by the Commissioners been entered in the report-book, and in your opinion have they been expended judiciously?

16. What suggestions were entered in the report-book by the former inspector? Have they been attended to?

17. Has this school improved or retrograded since the former inspection, and state the particulars?

18. State the number, and respective distances from this school, of schools within three miles; distinguishing national schools from others.

19. State such other circumstances relating to the school, or the state of education in the surrounding neighbourhood, as you may deem necessary.

Inspector.

4053. When these several Reports are received, are they digested into any regular form for the use of the Board or of the public?—They are abstracted in a book which contains what may be considered a history of each school.

4054. Is that book open to the public, or only to the Board?—The books are only open to the Board.

4055. Does the Board report in detail upon these schools at any particular period of the year, either to the Lord Lieutenant or to Parliament?—The Board do not go into particulars in their Annual Report.

4056. How many Reports have they presented to Parliament?—Two.

4057. The first of these reports is very concise; the second appears to be in considerable detail; do not you think it advisable that in future as much detail as is consistent with clearness and good general views, should be given in such reports?—I think so.

4058. Particularly with regard to the progress which education is making in the country?—I think so.

4059. Would it require any considerable increase of labour, with the materials which the Board receive from the Inspectors, to draw out such Reports?—I do not think it would; but I must observe that the multitudinous returns that have been called for at different times by Parliament have produced a considerable degree of inconvenience, and delayed the business of the Board very much. Our object in giving the very full details which are to be found in the appendix to our last report, was to obviate as far as possible the necessity of these calls upon us.

4060. Is it intended in future that the Board should give Reports of a similar nature to the second Report?—It is; we are all most anxious to lay the fullest possible statement of our proceedings before the country, and that everything we do may be fully and fairly brought under the consideration both of Parliament and of the public.

4061. Are you of opinion that this regularity and detail in reporting, not only ensures a considerable degree of accuracy in the statements, and propriety in the conduct of the school, but also very materially assists in improving education, by informing the country how far education has advanced, and what has been the result of particular methods?—I think it does.

4062. Would it not be desirable that in the Report a statement should be made of any improvements which have been found beneficial in the experience of the preceding year?—I think it would.

4063. So that you would bring the advantages of that experience to bear upon the general subject of education throughout the community?—Certainly.

4064. In case a good system of Normal schools were established, would not one of the advantages resulting from such institutions be the additional means they would possess of ascertaining the best methods of instruction which have been

adopted,

adopted, the success of such methods, and the improvements of which they were still capable?—It would. I consider the greatest benefits that we can look for, must be looked for and can only be obtained through the establishment of good Normal schools. An improvement in the general class of teachers is, I think, the point which should be first and mainly attended to by the Board; and to it we are anxious to give the utmost attention.

4065. What progress have you made in the establishment of Normal schools?—We have agreed for the purchase of Tyrone-house and grounds, in Dublin, where we intend establishing a national Normal school.

4066. In the estimates remitted to Parliament this year for the expenses of your Board, there is an item amounting to 11,000 *l.* for the purchase of a house for the purpose of establishing a Normal school; does not that appear a very large sum?—The house and land taken together I do not think purchased at a high rate; there are, I think, four acres of land within the city of Dublin, annexed to the house. The purchase was made for us through the architect of the Board of Works; he settled the price, and he it was who first informed us that we could purchase the place in question. We had requested him previously to be on the look out for a suitable place for us. He is a person of very extensive information, who has I believe rendered very great service to the public, in reducing the expense of public works in Ireland.

4067. What is the accommodation in Tyrone-house; how many pupils of the Normal school do you think it will accommodate?—We expect to have 400 teachers at a time; in addition to them we shall have a vast number of children, I have no doubt, attending our model schools.

4068. What additional buildings will be necessary to carry into full effect the plan of this extensive Normal school?—We shall require lecture-rooms and school-rooms; the house itself, I think, will be required for the official establishment, and for ware-rooms and so forth. It must be borne in mind that we in effect carry on an extensive trade in books and school requisites, for which we require very considerable accommodation.

4069. Then, in fact, you will require to build everything for the Normal schools?—I think we shall require to build for the schools, but not for the official establishment.

4070. Shall you not require to build for the accommodation of the 400 teachers?—We must build schools for them.

4071. Have you any estimate?—Yes, the estimate which has been voted by the House of Commons contains all those particulars; we have estimated a certain sum as the price of the existing house and land, and we have estimated for additional buildings also.

4072. Will the sums comprised in your estimate be sufficient for all the buildings?—It is impossible for me to answer that question.

4073. Has your estimate been sent in under the direction of an architect?—Our estimate was prepared in communication with the architect of the Board of Works.

4074. Do you believe it will be sufficient?—I think it will not be sufficient, and I hope it will not; because I hope our system will be so extended that we shall require increased accommodation.

4075. Do you think the estimate will be sufficient for the establishment that you contemplate to begin with, namely, 400 teachers?—I can give no opinion further than what I have already expressed; that is a question for an architect. There are many things which may be thought desirable as we extend our system, which may require considerable expense: for instance, it may be thought right, I should think it right, to have a museum; I do not think that has been taken into consideration in our estimate. So there may be other buildings thought desirable from time to time; but before the Commissioners engage in any such building, they will of course send in an estimate, and upon that estimate the sense of Parliament will be taken.

4076. Would it not be very desirable to have a model-room attached to your institution?—I think so.

4077. Has any provision been made for such an establishment?—I think there has.

4078. It is proposed, according to the report, to erect other Normal schools in Ireland; do you suppose that the demand for teachers at present will be so great as to require the erection of these different buildings immediately?—I think so.

R. A. Blake, Esq.

17 August 1835.

4079. Do you suppose that a greater number of candidates for such education would present themselves if proper means existed for such education?—I think so.

4080. Do you think that a system of special education for Teachers in Colleges, such as you have proposed, is preferable to establishing a course for the education of teachers annexed to other institutions; for instance, to the University or the Institution of Belfast?— I should prefer the special Normal schools under our direction.

4081. On what ground?—Because the teachers are to carry the system committed to us into execution, and I think they will be best prepared for doing so by being educated under our superintendence.

4082. You are apprehensive that if they were educated in either the University or at the Institution at Belfast, though a very good course might be established for their education, yet that they might be so educated as not to answer the immediate views of the Board?—I should apprehend that.

4083. Is there not, on the other side, a danger resulting from their being educated apart, of their becoming too special, that is to say too distinctly a profession of Teachers, unacquainted with the general course of literature, or with the character and habits of the world?—I only consider it necessary that they should be for some certain period of time in our establishment; they might be previously in any other.

4084. What would you consider as the maximum and minimum in point of time?—I think two years.

4085. Would you require that they should reside in the Normal school, or merely attend it?—Attend it.

4086. Are they to receive any salary during that time?—No.

4087. Are they to be boarded and lodged at the expense of the Institution?—They would have an allowance for board and lodging; I think it is 12 *s.* a week we at present allow.

4088. You do not think a course of lectures, unattended with the regular system of studies which you have specified for the Normal school, would be sufficient to produce a good body of Teachers?—I do not think it would; I think they must learn the art of teaching.

4089. Might not that be connected with a course of lectures either in Belfast or in the University; might not they be required, besides receiving such a course of lectures, to observe in the best schools the process of education?—They might in that way become masters of the art; but I think that you would have more security for their understanding it, by having them trained to it in our establishment.

4090. Would you exclude from the examination those who had merely attended a course of lectures on teaching, in the University or in Belfast Institution, without having passed through any special education for the purpose?—No; I should require all to go through an examination, and if that examination appeared to us to be perfectly satisfactory, I should be disposed to pass them: but not contemplating that as a probable state of things, I think that each candidate should pass through our Normal schools, or the training establishment in Dublin, and be in attendance for about two years.

4091. You are aware that Dr. Bryce has established a course of lectures on the art of teaching in Belfast, and that he has an intention of enlarging that course. Now suppose a young man had gone through these courses established by Dr. Bryce, and presuming also that he had passed through his examination, would your Board think him sufficiently qualified for the duties of a Teacher?—I think they probably would, but it is not unlikely that they would give a preference to persons educated in their own schools; because the persons that came there would come in the hope of being appointed teachers.

4092. Would not that be considered an undue preference, particularly if by any chance the Teacher coming from the Belfast Institution evinced superior talent and competency for the duties?—If the Board is to raise and train up a body of teachers to improve the general education of the country, I think they should be enabled to hold out advantages to persons who came to their schools; and the great advantages to be held out, is the prospect of employment. I consider too, that our schools will afford a greater certainty of good instruction than schools set up upon private speculation, which may be to-day and not be to-morrow.

4093. Would not the effect of carrying out your system to the fullest extent be

to give to the Board a monopoly of all the educational establishments in the country, inasmuch as it would be almost impossible for any teacher setting up a school on his own foundation, to contend against a body so organized as yours?—I do not think it would give to the Board any monopoly; it will enable the Board to have a superior class of teachers in their schools, and therefore there will probably be a greater number of persons coming to their schools than to any others.

4094. If you would admit into your national schools none but persons that had undergone a certain discipline and examination in your Normal schools, would not the effect of that be practically to render it impossible for any teacher to set up a rival school in any parish in which there was a national school, and thus to give you a monopoly of the whole instruction in the country?—By no means. We desire no monopoly; we do not desire that no teacher should be allowed to set up a school unless he has a diploma from us. All that we say is this, that the teachers that we ourselves set up shall be teachers approved of by us; and that the best way to secure our approval is to be educated at one of our establishments.

4095. Do you see any objection, on constitutional grounds, to placing at the disposition of a Board, acting under the Government, the power of sending throughout the country an army of intelligent men disciplined by them in their own special establishments, and to a great extent under their control?—I can conceive nothing in our constitution to prevent so great an improvement, as I think would be effected by sending forth, through the National Board, teachers to every part of Ireland; on the contrary, I consider the true constitutional principle to be that moral rather than physical power should be the means of government, and that this principle would be best carried into effect through a good system of national education, conducted through well-educated and well-disposed teachers; they would be a moral police, as useful, I should hope, as the existing constabulary force.

4096. You think it a safer description of centralization of power?—I do. It would appear to me extraordinary, considering the powers that the Constitution vests in the State, absolute power over the appointment of all judicial functionaries, absolute power of appointment and removal over the whole of its military establishments, absolute power of appointment and removal over most of its Boards and general institutions, to say that it would be unconstitutional that there should be a power of appointing or removing schoolmasters, who might be competed with in every district of Ireland by other schoolmasters.

4097. It is the opinion of many that at present in Ireland the schoolmasters represent very strongly the extreme political opinions of the people. Is there not a danger, that if the system proposed by the Board should be carried into full effect, the same machinery which now is employed in leading the mind of the country perhaps in a direction too much in favour of democratic rights, might then be employed too much in a direction exactly the reverse, in the maintenance of the power and influence of the Government?—I do not think it could be exerted too much for the purpose of maintaining the legitimate influence and authority of Government. I speak of government in the abstract; and I think that the more the influence of the teachers is exercised in support of lawful authority, in promoting constitutional obedience to constitutional power, the better. I think too, that the more you extend education, the more sure you may be that legitimate principles of government, and those only, can prevail in the country.

4098. What is the state of education at present amongst the Teachers in most of the schools under the jurisdiction of the Board?—Not at all what we could wish.

4099. What proportion would you say of these teachers have been regularly educated as such?—There has been no such thing as what I should call a regular education hitherto for teachers.

4100. Has not the Kildare-place Society given a great portion of its attention to what was called the training of Teachers, and are not many of those Teachers to be found in different parts of Ireland?—The Kildare-place Society did a great deal of good by its training establishment; but its training establishment was not what I consider a training establishment ought to be. It did not teach the art of teaching, which I think absolutely essential; neither did the teachers go through that course of discipline for a continuing period, which I think desirable.

4101. Was not their training in a great degree mechanical, more referable to the best methods of diminishing labour and of superintending a great number of boys together, than to the development of the faculties and the character of the pupil?—I do not think it went to the development of the faculties in the way necessary.

R. A. Blake, Esq.

7 August 1835.

4102. It omitted, then, the most material portion of a Teacher's education?—I think it did.

4103. Are there many of the Kildare-street Teachers in actual employment in the schools in Ireland?—I believe there are.

4104. Have you many under your Board?—I do not think we have a great many; we have some.

4105. From what class is furnished the greater portion of the Teachers in the schools under the Board?—They have been locally provided in general.

4106. Do the "Christian Brothers" furnish a considerable portion?—I do not think they do; they furnish some however.

4107. You are acquainted with their mode of teaching; do you consider it calculated to form good Teachers?—I do not think that their mode is sufficiently scientific; it is much the same as what the Kildare-place system was; it does not work the mind sufficiently.

4108. In the course which you propose for the education of Teachers, you have given a very extensive range of study; do you apprehend that there would be very few willing to enter into a course, requiring so much time and exertion?—No, I should not be afraid of that, if we held out suitable advantages to the persons that become teachers.

4109. Do you apprehend that a person who had attained so considerable a degree of advancement in his studies, would disdain the situation of a Teacher in a remote district?—A person that had attained any considerable distinction, might look for something better.

4110. If it were well understood that there was to be a regular gradation, and that promotion was to follow the proper fulfilment of duty and the exhibition of capacity, do you think that such a conviction would in any degree obviate the dangers just referred to?—I conceive that in general persons who came to the schools would be satisfied with the advantages and hopes of preferment that would be afforded to them. There might be persons of such superior minds, that they might be capable of working themselves into a much higher situation.

4111. Is it the intention of the Board to adopt such a course of regular promotion?—I have no doubt that we shall promote as we have opportunities the most deserving of the teachers from the primary schools to the Normal schools, and from the Normal schools to the professorships in the general national establishment.

4112. Is it proposed the Normal schools in the provinces be of an inferior kind to the great Normal school in Dublin?—Yes; we propose having 32 Normal schools for Ireland.

4113. How many masters would you contemplate for the whole of your schools?—Five thousand.

4114. How many would it be necessary to supply from the Normal schools every year?—At first, till we got them completed, we should require to bring out 500 a year, and afterwards to keep 5,000. It would be necessary, I conceive, to bring out from 100 to 200 a year.

4115. Would you require 32 Normal schools?—Those Normal schools will be model schools also for each county, or rather district schools. We propose to have one chief school for each county, and that the master there should have 100 *l.* a year, that would be an advancement beyond the primary school; then we propose that he should have two assistants, who should have 52 *l.* a year each; thus there would be about 90 places of advancement.

4116. Do you find that at present there is a great demand among the people for the situation of Teacher in the several schools which you have established?—There is, but the candidates are not at all of the class that I should wish them to be. We are frequently applied to by persons in the country for teachers; persons who have applied to us for schools have frequently asked whether we could supply them with teachers.

4117. If your Normal institution were fully established, and its establishment generally known to the public, have you any doubt that there would be immediate applications from all quarters?—None whatever.

4118. Do you propose to have any examination at entrance?—There would be some examination.

4119. What recommendation would be requisite?—I do not think we should fetter ourselves by any particular rule.

4120. You do not intend to allow it to become a matter of Government patronage, but would you open it to the community?—Perfectly so; we do not in general communicate with the Government about anything, except where it is necessary to get a change in the plan that may require expense.

4121. If the Board were annually to publish a list of the Candidates for the situation of teacher, who had passed through the previous examination, do you suppose that the several country districts when they wanted schoolmasters would apply to the Board, and select from such a list their Teachers?—I think they would; I should think they would be very desirous of getting persons educated under the direction of the Board.

4122. For admission to this Normal school, would you require any religious qualification?—No.

4123. Would you propose to give any religious instruction in the Normal schools?—It would be directly contrary to our first principle.

4124. What is the course of instruction pursued in the several schools under the Board?—It is generally elementary instruction.

4125. Is it left to the discretion of the teacher?—It is. I have here a paper, which I beg to put in, which will show what the general instruction is; and I will also deliver in a copy of a class roll of one of the national schools.

[*The Witness delivered in the same, which as follow:*]

RULES of NATIONAL SCHOOL.

GENERAL INSTRUCTION.

SUMMER DIVISION OF THE YEAR.	WINTER DIVISION OF THE YEAR.
From 1st of to 1st of	From 1st of to 1st of
General Instruction begins at o'clock, and ends at o'clock, on the five following days:—	General Instruction begins at o'clock, and closes at o'clock, on the five following days:—
Reading and Spelling Classes:	Reading and Spelling Classes:
Class No. 1, from	Class No. 1, from
2, from	2, from
3, from	3, from
4, from	4, from
5, from	5, from
6, from	6, from
7, from	7, from
8, from	8, from
Arithmetic Classes:	Arithmetic Classes:
Class No. 1, from	Class No. 1, from
2, from	2, from
3, from	3, from
4, from	4, from
5, from	5, from
6, from	6, from
7, from	7, from
8, from	8, from
Writing Classes:	Writing Classes:
Class No. 1, from	Class No. 1, from
2, from	2, from
3, from	3, from
4, from	4, from
5, from	5, from
6, from	6, from
7, from	7, from
8, from	8, from

Religious

R. A. Blake, Esq.

17 August 1835.

Religious Instruction.

is set apart altogether for religious instruction, and from - o'clock to on each other week day.

Children are required to be present only at such religious instruction as their parents or guardians approve of, either on the day set apart for that purpose, or during the time set apart on the general school days.

Vacations.

Rates of Payment are as follow:

For reading, spelling, and writing on slates - - -	per quarter.
Reading, spelling, and writing on paper - - -	—
Ditto ditto, with arithmetic - - - -	—
Extra branches - - - - -	—

☞ The children of such parents as are unable to pay these, may, on application to the patron or committee, be admitted at reduced rates proportioned to their means; the Commissioners of Education recommending that some payment, however small, be required for the instruction of every child.

Names of Teachers.

B NATIONAL SCHOOL.

C Class Roll for the Quarter ending the 31st day of March 1833.

Number.	Scholars' Names.	Class No.	JANUARY. 1	2	3	4	5	6	8	9	10	11	12	13	15	16	17	18	19	20	FEBRUARY.	MARCH.	D.	Arithmetic. E.	Writing.
79	J. Smith.	1	×	×	×	×	×	⊖	×	×	×	×	×	×	×	×	×	×	⊖	×			1	4 / 5	2
47	J. Thomson.	2	×	×	×	×	×	×	⊖	×	×	×	×	×	×	×	×	×	×	×					
46	~~A. Reid.~~	3	×	×	-	×	×	×	×	×	×	×	×	R											
71	A. Brett.	4	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×					
97	T. Jameson.	5	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	⊖	×					
96	W. Jackson.	6	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×					
47	J. Wilson.	7	×	×	×	×	×	⊖	×	×	×	×	×	×	×	×	×	×	×	×					
48	~~W. Wallace.~~	8	-	-	-	-	-	A	×	×	×	×	×	×	×	×	×	×	×	R					
54	T. Robinson.	9	-	-	-	-	-	-	A	×	×	×	×	×	×	×	×	×	×	×					
73	P. Murphy.	10	-	-	-	-	-	-	-	-	-	-	-	-	× / ×	⊖ / ×	× / ×	× / ×	× / ×	× / ⊖					
			7						9						9										

DIRECTIONS FOR FILLING UP CLASS ROLL.

The Class Roll is to show the daily attendance of the pupils.

B The name of the school is to be inserted in this place.

C The number of the class to be written here.

× The mark for present.

⊖ The mark for absent: thus, John Smith was absent upon the 6th and 19th of January. James Thomson on the 8th ditto.

R Is the mark for removed: thus, Andrew Reid was removed from this class, on the 13th of January.

A Is the mark of admission. If the pupil gains admission by being removed from another class, the A is put in the column for Saturday, (being the day upon which all removals are made): thus, William Wallace was admitted into the class, on Saturday the 6th January.—If the boy to be admitted be a new pupil, the A is put in the column for Monday, thus, Thomas Robinson, a new pupil, was admitted to the school, and to the class, on Monday the 8th January.—If the school meet twice in the day, the attendance in the forenoon may be marked above the point, in the afternoon below the point, as is done in the case of Patrick Murphy.

When a pupil is removed, a line is drawn through his name, as in the case of Andrew Reid and William Wallace.

The figures at the bottom of each week show the total number in the class during that week: thus, in the first week of January, there were 7 in the class; in the second week, 9; and in the third week, 9.

The columns at the right hand side of the sheet, are to show the stage of the pupil's progress in other branches: thus, John Smith, at the commencement of the quarter, was in the fourth class of arithmetic, and the second class of writing. The figure 5 below the 4, shows that he has since been removed into the fifth class of arithmetic. The spaces marked thus, D and E., are left blank, for the Master or Mistress to fill up with whatever classes they choose. If the blank space D be filled up with geography, then John Smith is in the first class of geography.

The Class Rolls to be renewed on the first days of January, April, July, and October.

This Class Roll is filled up for the first three weeks of the first Quarter.

N.B.—The Old Rolls to be preserved.

R. A. Blake, Esq.
17 August 1835.

4126. Are these Rules placed in every school?—They are, or ought to be.

4127. Would any departure from these rules be liable to censure?—Certainly.

4128. In your scheme of education, it appears that nothing but reading, writing and arithmetic is embraced; do you think it desirable that elementary instruction should be confined to so narrow a range of acquisition?—I think that the reading, the writing, and the arithmetic, may be all so taught as to work improvement in the mind at the time that they are taught; that in teaching the art, it should be made the means of conveying instruction and information to the pupil.

4129. Then under the head of reading, you would embrace history and geography, and all the other branches of English literature; and under the head of arithmetic, you would embrace a portion of mathematics?—Yes.

4130. What defined limits would you lay down in your idea of Elementary Education?—None beyond what the phrase itself conveys.

4131. Would you have two kinds of elementary education, a higher and a lower; or would you distinguish between the education required by persons inhabiting towns, and that required for the inhabitants of rural districts?—I do not think that there should be any fixed difference between town schools and rural schools, except as to one portion of instruction, which I should think particularly desirable in rural schools; that is, agricultural instruction.

4132. How far would you carry agricultural instruction; would you limit it to the ordinary agricultural operations, or connect with it agricultural chemistry?—I doubt whether in general you could go so far.

4133. Has it been in the contemplation of the Board to establish any agricultural schools?—The powers of the Board at present would not enable them to do so; but I am sure the Board would be very glad to be enabled to found agricultural schools.

Martis, 18° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

Richard Anthony Blake, Esq., called in; and further Examined.

R. A. Blake, Esq.
18 August 1835.

4134. WOULD you make agricultural instruction an integral portion of the education proposed to be given in the several schools which the Board intends establishing?—I do not think we should be able to give any extent of agricultural instruction in the primary schools, I think it would be desirable to have schools for the sole purpose of agricultural instruction, but the children may get some general instruction in gardening, and so on, in the garden which I propose to have annexed to each school.

4135. Do you find, amongst the lower classes, any objection to send their children to school upon the ground of want of time, and the value of their labour?—Not to any extent. There are particular periods of the year at which the children are very much withdrawn from school, in order that they may be employed in agricultural labour.

4136. Do you find that such withdrawal varies in the different counties in Ireland?—I have not observed any particular variance.

4137. Are you aware that in Scotland and in England it has frequently been made an objection to sending children to school, that their labour, even at an early period, is required by their parents. If such objection were raised, do you think the Board would have the means of obviating it by a proper apportioning of the course of instruction?—I think it is obviated, as far as it well can be, by allowing children to be absent from school during those periods of the year when their labour is most required by their parents.

4138. Do you allot any particular period of the year to vacation in the Elementary schools?—That is left for local regulation.

4139. Is there much diversity in that respect?—I do not think there is.

4140. What is the usual time allowed for vacation?—The vacations are generally twice a year, and I think they are for about a fortnight.

4141. You do not think that the claim which the lower classes make on the labour of their children is any serious objection to the diffusion of elementary education?—Certainly not.

4142. What

4142. What are the number of hours generally given for instruction in the schools under the jurisdiction of the Board?—We leave the number of hours to the local managers; in general our wish is that at least four hours should be given to secular instruction, and that such portion as the managers may fix upon should be set aside for religious instruction.

4143. At present there is no portion of those hours applied to agricultural instruction?—No.

4144. Would you think that an advisable arrangement, which they have adopted in some parts of Switzerland, the giving two or three hours to literary instruction, and four or five to agricultural?—I have not sufficiently considered the subject to be able to answer the question at once. A course may be right in one district which would not be right in another, and the circumstances of one school may render it proper to devote a greater period to agricultural instruction in it than in another.

4145. Might not a certain portion of instruction be communicated during the hours of working in the garden, such as a certain quantity of botanical knowledge of the various arts of life, domestic economy, &c. &c.?—Certainly; and boys who showed a readiness in acquiring such knowledge should be transferred to one of the agricultural schools I have mentioned, where they might be so trained up as to become well fitted for the management of land, gardening, &c.

4146. Do you think it wouldact as an inducement to the lower classes to send their children to the schools, under the management of the Board, the conviction that they would obtain a degree of knowledge in the transaction of their agricultural business?—I think it would.

4147. In the schools in towns has any portions of technical knowledge, that is, knowledge connected with the ordinary mechanical arts of life, been communicated?—I do not think there has.

4148. Do you think such instruction would be improvement?—Before I would suggest any particular improvement, I should wish to consider the whole system, in communication with the other Commissioners.

4149. If the Committee were to address a certain number of queries upon the course of instruction which they think most advisable in Ireland, do you think the Board would have any objection to give their opinion in answer to those queries?—I should think not; I am sure that the Board would be desirous of giving every information to the Committee that might promote its object.

4150. In building the schools, do you propose to parties undertaking to build them any precise model for the building?—No; but we have the subject under consideration, and I think we shall.

4151. Have not you got in your board-room a series of plans for schools of different descriptions?—We have some, but we have not as yet fixed upon any one plan. I think that in the course of the present, or the next year, we shall fix upon plans, and whenever an application is made to us we shall furnish a model lithographed.

4152. Have you had any applications for such models hitherto?—I do not think we have.

4153. Are you of opinion that in general the school-houses built in country districts, left to the management of individuals, cannot be erected upon so good a plan, or so cheaply or expeditiously as if under the superintendence of a Board, with the advantage of such models before them?—Certainly not.

4154. Have you given any advice to the local managers relative to the outfit of schools?—The managers send us the plan of the school, and if we deem it necessary to have it varied in any degree, we suggest what we deem necessary.

4155. Are the two sexes instructed in the same school?—In some places they are, in others not.

4156. Are they generally under a master and mistress, or does the master teach both?—I think in general there are two teachers.

4157. Are there cases in which there is one for both sexes?—There are.

4158. Do the Board find any evil to arise from that?—No; the inclination of my opinion is, that we should look to having male teachers for the schools in general, except for teaching sewing, or knitting, or plaiting straw, or other female work.

4159. The Board furnish in some cases the outfit for schools; what is the nature of that outfit?—It is limited to fittings-up, such as benches, desks, and so forth.

4160. Are all these articles provided by the Board?—We make grants towards them.

R. A. Blake, Esq.

18 August 1835.

4161. Do you furnish also slates and books?—Yes.

4162. Are they furnished in toto by the Board?—The Board furnish school requisites at half price.

4163. Are not books the principal requisites?—The Board supplies a stock of books to all schools, gratis; but there are other school requisites.

4164. When the books are worn out, do you supply a new set?—The Board came to a determination in the course of last year to supply a stock to every school, and that stock we require to have preserved in the school. We have not yet come to any determination as to what would be proper to do in the event of the books being injured or worn.

4165. These books are drawn up by the members of the Board?—Yes, or by persons that we employ.

4166. Do you offer a premium to the public for the composition of these books?—We have not offered any premium, but we have paid persons that have been employed to prepare them.

4167. Would you consider that a desirable plan which has been adopted in France, the giving a premium, for example, for the best work on infant education, or the best work upon teaching geography, mental arithmetic, &c.?—I am afraid it would bring a degree of labour upon the Board which they could scarcely undertake; we should have works sent to us from all quarters, and it would be scarcely possible for us to examine the whole of them. At present we make inquiry as to the best persons to compose such works as we require; and we desire to have specimens sent to us, and then decide upon them.

4168. Are foreign works on education, for instance, the works used in the German and French schools in the library of the Board?—We have several works in the library of the Board.

4169. Does the Board take measures to inform itself of the progress of education in other countries of Europe, and in America?—We take in the English Quarterly Journal of Education, which furnishes much valuable information upon the subject.

4170. Have any of the books, at the time they were submitted to the Board, excited much discussion?—Very little.

4171. And there is no reason to suppose that the future publications of the Board would not be received in the same way, or rather there is reason to suppose that there would be even fewer objections?—I do not think there has been anything that could be considered an objection. A particular passage may strike the mind of a member as capable of improvement, or as one that it would be as well to omit; and I never recollect any suggestion offered by any member of the Board that was not assented to.

4172. Can you state the various works which have been published by the Board, with their respective prices?—The Committee shall have a catalogue, with the prices.

4173. Do not some of these works treat the studies of geography and political economy?—There are lessons upon those subjects introduced into them. There are "Money Lessons" introduced into one of the works, which are valued very highly.

4174. Has that work been much in circulation?—The Money Lessons have been published separately, and have been much sought for, not only at home but abroad.

4175. Would you allow your books to be printed by other publishers?—No should not.

4176. You restrict to the publisher of the Board the right of publishing these works?—We do.

4177. Would it not be desirable that they should be circulated as much as possible, and consequently that there should be no restriction upon the publication?—We very frequently pay a considerable sum for the copyright, and therefore it would not be fair that other persons should have the benefit. We take care to publish the works at a very low price. We should not feel ourselves warranted in applying the public money to the purchase of the copyright, and then allow the book trade in general to take advantage of it.

4178. Would you not by this means obtain a more general diffusion of the work?—We publish at as cheap a price as it is possible to sell for, calculating what we pay for the copyright. If other persons were allowed to sell our works without having anything to pay for the copyright, the result would be that they would undersell the Board.

4179. Then

4179. But you could then purchase them of the publisher, and need not print them yourselves?—Then we must cease publishing. I have already stated that the price for the copyright we take into consideration in the price we charge for the work. We incur a considerable expense in bringing out a work. Now, if any other body, or any individual, were allowed to take advantage of our copyright, and to publish the work, that person could publish it at a less price than we could, inasmuch as he would not have to charge himself with the copyright, and publishing it at a less price than we could, the whole expense that we had incurred in bringing out a stock for the public would be lost, or we must lower the price, so that the sum paid for the copyright would be lost to the public.

4180. Does the Board give its sanction to any works written for the use of schools, not immediately drawn up by members of the Board, or persons employed for that purpose?—We do not allow any books to be used in our schools, that we have not approved; we approve, however, of works that have not been prepared by us; we approve of the works published by the Kildare-place Society, generally.

4181. Is that approbation expressed in the title of those works, or is it granted *pro hâc vice* upon application?—There is no particular approbation expressed in the title-page of the work.

4182. Should a course of works upon any department of elementary or other education be proposed to the Board, would it think it a portion of its duty to examine into the merits of those works, and if they were worthy of approbation, to give it?—I think they would; but upon points upon which the general opinion of the Board is desired, I would take the liberty of suggesting that written questions should be sent to the Commissioners.

4183. Has there been an anxiety to procure the books published by the Board, on the part of schools not immediately under their jurisdiction, or of private families?—There has been a very great demand for them, not only for our schools, but for the public in general.

4184. Does that extend to English schools as well as Irish?—I think there has been a demand in England.

4185. Is the demand greater for these books, than for the books formerly used in schools?—The demand is so great for them, that I should think it must be much greater.

4186. Should a complete series of such works be published by the Board, have you any doubt that the taste of the public is sufficiently improved, to take advantage of them as soon as they appeared?—I have no doubt upon the subject.

4187. You think then, that the lower class is not inclined in general to read bad works in preference to good?—From what experience I have had, I should say certainly that it is not.

4188. Then it is chiefly in consequence of the want of good works, that a depraved taste has existed?—I should say so. There have been better works getting into circulation gradually in Ireland.

4189. Then the most effectual mode of expelling from the market those injurious publications is, the introducing better publications in their stead?—Yes, it is.

4190. In addition to books, do you publish maps or engravings of any kind, for the purpose of illustrating of the subjects of study?—We have not as yet done so.

4191. Do you not think engravings illustrative of zoology, botany, machinery, &c. would be a very valuable addition to the requisites in elementary schools?—I do.

4192. In addition to books amongst the school requisites, have any abridged means of communicating instruction, such as the arithmetical Abacus, been adopted?—I do not think they have.

4193. Has the Board in any instances contributed to establish parochial Libraries attached to the Parish schools?—No; but the Board contemplate establishing lending libraries.

4194. Are they to be itinerant libraries, or attached to the schools?—Libraries attached to the schools. The Board, however, has not come to any decision upon the subject.

4195. Have you had any applications to that effect from Parish schools?—I do not think we have had any; our regulations do not go to the furnishing of them, and therefore persons do not think of applying for them.

4196. Does your experience lead you to think, that such Libraries would be highly advantageous to the improvement of the intellectual and moral character of the people?—I have no doubt that they would.

R. A. Blake, Esq.

18 August 1835.

4197. Have you considered the subject of itinerant libraries, as practised in Scotland?—No.

4198. Are you acquainted in any way, with the Diocesan or Royal schools in Ireland?—I visited some of them eight or nine years ago, as a Commissioner of Education Inquiry; my attention has not been called to them of late.

4199. What was the impression upon your mind, at the time you visited them, as to their efficiency?—The views of the Commissioners, of whom I was one, are expressed in the reports which they made upon the subject, and to which I beg leave to refer the Committee.

4200. Have you any reason to think that they have much improved since the period of your Report?—I have not had any particular information upon the subject.

4201. From what you know of the wants of the middle classes in Ireland, do not you think it would be desirable that a better system and a greater diffusion of academical institutions should take place in the country?—I think it would be desirable.

4202. Do you think that the number of institutions, or the character of the knowledge which is communicated in those institutions, is such as to meet the wants and wishes of the inhabitants?—Having regard to the character of the knowledge which is communicated in those institutions, I think they are not sufficiently supplied.

4203. Do you think it requisite that a more extended course of instruction should be adopted in those schools, more applicable to the wants of the middle as well as of the upper classes?—I think in general, that the information conveyed, should be of a more useful description than what is generally conveyed. I apprehend the information conveyed in the Diocesan and Royal schools, is generally classical.

4204. Are you acquainted with any schools in Ireland supported by public funds, where an extensive course of instruction applicable to the middle classes is pursued?—Yes, I think a very useful course of instruction is pursued in the Belfast Institution.

4205. With the exception of that Institution, is there any other?—I am not aware of any other.

4206. So that whilst the Government have been encouraging education for the higher and for the lower classes the education of the middle classes seems to have been altogether neglected?—I think the assistance of Government has been mainly given to schools for the poor; I consider that the higher classes require very little if any aid from the State beyond the endowment of the University of Dublin. No provision whatever is made, at least no suitable provision, for the middling classes.

4207. Do you conceive the education of the middle classes to be of less importance to the industry, virtue, and happiness of the country, than the education of the upper and the lower classes?—Certainly not. The middle class of society is of paramount weight and importance, and therefore the greatest pains should be taken to supply it with the means of education and sound information in general.

4208. Is not a well-educated and moral middle class more especially requisite in such a country as Ireland, so long torn by civil and religious dissentions?—Certainly; a well-educated middle class is, I consider, essential to public wealth, strength, independence and freedom. It is in that class that the energies of society are mainly to be found.

4209. As the middle class, in a well constituted state of society, is known to have a strong influence upon the lower, and even perhaps stronger than the upper class, is it not of great moment, in such a country as Ireland, that the middle class should be sufficiently educated and sufficiently moral to exercise that control with judgment and conscientiousness?—Undoubtedly it is.

4210. Do you think that class can attain a salutary course of education, to the amount which is required, without having opportunities furnished them upon a more extensive and better scale by the Government?—Speaking with reference to the existing state of education in Ireland, I should say not.

4211. Would you then think it a proper exertion of the energies of Government, and a proper application of the public funds, to institute a good system of education for the middle as well as for the lower classes?—To promote a good system I think most desirable.

4212. In arranging a system for the education of the middle classes, would you adopt the same principles that have been adopted and put into action in the case of the lower classes; would you place their education, for instance, under

under the control of a superintending body like the Board?—I should not be inclined to do so; but I think means should be provided by the State for bringing forward competent teachers, who would afterwards set up schools for the middle class, and go into the business of teaching as a matter of private speculation.

4213. Do you see any objection to the Government, (where Colleges or Academies were requisite,) applying a certain portion of the public funds for the erection of those Colleges and Academies?—I should see no objection.

4214. Do you see any objection to the assessing for their support, through the proper organ, that portion of the people that would be most likely to derive benefit from those institutions?—I do not think it would be necessary. The middle class possess the means of finding education for themselves, but something is necessary on the part of the State to bring forward promptly good teachers and secure a good system of instruction.

4215. If buildings were erected, and a certain portion of land necessary for the institution annexed thereunto, you would fearlessly trust to the contributions of individuals, in the shape of fees, for the future support and maintenance of the institution?—I would.

4216. Would you think it judicious to give the Board a certain control over the appointment of the Professors, and the general organization, a power of inspection, and of requiring reports, avoiding at the same time all interference with the internal management?—I would. The Commissioners might be made visitors of the institutions.

4217. In appointing the professors, would you think it a judicious arrangement that they should be chosen by the members of the institution itself, subject to the approbation of the Board?—I do.

4218. Would you see any objection to the establishment of such institutions, one at least in each of the four provinces of Ireland?—None whatever.

4219. Do you see any objection to the practicability of erecting one, for instance, in Cork?—No.

4220. In Connaught would not an institution of the kind be more desirable than in almost any other province?—I think it would be very desirable in Connaught.

4221. What part of Connaught would you suggest as the most eligible site?—It would be necessary to look at the map of Ireland, and to fix upon a central position, and at the same time to ascertain what the state of the neighbourhood was, and what accommodation could be provided; it must be the result of particular local inquiry upon that point; I could not venture to give an opinion at once.

4222. Would you think it an unwise application of the public funds to build the institution altogether, and to provide the land at the expense of the public, and from thenceforth to leave it for support to the district, or would you require that a certain portion of the first expense should also be raised by subscription?—I think that the schools might be provided by the public, and land annexed to them in the nature of an endowment.

4223. Would you annex a large portion of land?—No, merely sufficient for the use of the teacher.

4224. You have been acquainted with the operation of endowments in Ireland; have they not in general embarrassed considerably the working of those public institutions?—They have been, in some cases, grossly abused.

4225. In institutions for the middle classes, would you apply the same arrangement for religious instruction that the Board has pursued in reference to elementary schools?—I think the same principles should govern.

4226. Would you recommend that they should take boarders, or that they should live in the town?—I would leave that to local arrangement.

4227. Do you apprehend any objection on the part of the existing institutions, such as the Institution of Belfast, to their being placed under the jurisdiction of the Board; would such arrangement be likely to produce any collision between the Board and that body?—I think not.

4228. Would you consider it an advisable arrangement that the Diocesan and Royal schools should be placed under the same jurisdiction?—That would depend very much upon the views of the Board at large upon the subject. Therefore, upon that point, I would refer to the Board.

R. A. Blake, Esq.

18 August 1835.

4229. Would you extend the jurisdiction of the Board to other portions of education, such, for instance, as the institution of museums and galleries, and literary and scientific institutions, &c., and other means of promoting knowledge. Would you recommend that the Board should exercise an inspectorship over those institutions, and require periodical reports, provided grants were given towards them?—Certainly.

4230. Would you think it a just application of the public money to employ it in the erection of galleries, museums, or literary institutions?—I think it would.

4231. Would not great advantage result from placing these bodies under your superintending Board, from the facility it would give the public of judging of the progress of the public mind, and of education generally?—Yes.

4232. Do you suppose that the Board would require any great accession of members to carry into effect this superintendence?—I do not think an accession of members would be desirable.

4233. You think it could be carried into effect by the present number, with a few additional officers?—Yes.

4234. In giving assistance to the establishment of these institutions, you would require a contribution on the part of the locality?—Yes.

4235. If the locality contributed to the support of these institutions, would you think it a desirable arrangement that it should appoint a body of managers from the contributors, to watch over the conduct of the institution?—I should.

4236. Has the Board experienced, in the course of its proceedings considerable hostility and opposition to the establishment of its schools?—It has found a great deal of hostility arising from, what I conceive to be, religious prejudices and misapprehension with respect to the real principles of the Board.

4237. Do you find that these prejudices are diminishing?—I think they are.

4238. Are they based upon such grounds as would lead you to conclude that they would be likely to last for any time?—It appears to me that the assigned ground in general is, that the Board is indifferent upon the subject of religion, and that it tends to prevent the circulation of the Word of God, whereas the reverse is the truth.

4239. Have not the several members of the Board shown the utmost anxiety for the diffusion of the Bible?—Certainly; if the Committee will have the goodness to refer to the Preface to the first number of Scripture Extracts, they will find the views and feelings of the Board fully set out there. I beg to call the attention of the Committee to the following passages:—

> These Selections are offered, not as a substitute for the Sacred Volume itself, but as an introduction to it; and they have been compiled in the hope of their leading to a more general and more profitable perusal of the Word of God

Again,

> The Commissioners of Education earnestly and unanimously recommend these lessons to be used in all schools receiving aid from them. They would rather trust to a simple recommendation, than adopt any rule for their use, even bordering upon compulsion, persuaded that if the book be not received willingly, no compulsion will secure a cordial and beneficial use of it; and confident that an appeal to the good sense and good feeling of the teachers and conductors of schools, by a Board that honestly desires to promote their well-being, and to be on the most friendly and affectionate terms with them, will be of more avail than the most rigid enactments. The Commissioners offer these extracts from Scripture to the careful attention of teachers and children, not only as truth, but as truth recorded under the influence of inspiration, and truth with which it is of the utmost importance for them to be well acquainted. And to the religious instructors of the children they cheerfully leave, in communicating that instruction, the use of the Sacred Volume itself, as containing those doctrines and precepts, a knowledge of which must lie at the foundation of all true religion. "The law of the Lord is unspotted, converting souls; the testimony of the Lord is faithful, giving wisdom to little ones."

4240. Have you found from the Catholic clergy, any opposition to the diffusion of the Bible?—The Roman-catholic members of the Board, were willing that the Scriptures, Protestant and Roman-catholic, should be supplied by the Board to the different schools; the Protestant authorized version for the Protestant children, and the Roman-catholic authorized version for the Roman-catholic children, but to be used only at the periods of religious instruction. The Protestant Ecclesiastical Commissioners, did not think that they could with propriety be parties to circulating the Roman-catholic version of the Scriptures; and therefore it is, that the

the Scriptures are not at all supplied by the Board. Dr. Murray, the Roman-catholic archbishop, was perfectly willing that they should be supplied in the way I have mentioned.

4241. In the schools established by the Board, is religious instruction given out of school hours regularly by the pastors of the several communions?—There is a day set apart for religious instruction in each school. We take care to ascertain that a day is set apart; whether any other hours may be set apart on other days, we leave entirely to the option of the managers of the schools; with the religious instruction upon those occasions, we never interfere; pastors for instance of the Established Church, may, if they please, in any school where there are Protestants, have a portion of each day set apart during which they may have the Testament or the whole Bible read by the children, or such parts of either as they may think may tend most to instruction and edification; and they may further give such explanations as they may think proper; and catechise the children, and put such works of religious instruction as they think right, into their hands. The same may be said of the clergy of every other communion.

4242. Is any return required by the Board, of the attendance upon religious instruction, on the part of the children?—No; it was originally proposed, that an account should be given of the attendance of the children at their respective places of worship. A member of the Board felt that that rule might be considered as implying that the Board would enforce the attendance; and thus the persons of one communion might be compelled to enforce attendance at the place of worship of another communion, and upon a service of which they disapproved; he objected therefore to the proposal, and it was given up.

4243. Was that member a Roman-catholic or a Protestant?—He was a Protestant, a clergyman.

4244. Are the Teachers in the several schools under the Board, for the most part of the religion of the majority of the pupils?—No, returns are furnished to the Board, from which we can speak to the religion either of the teachers or of the pupils. We only know the religion of the persons who apply to us for the establishment of the school.

4245. In case any of the Teachers were to introduce topics of religious controversy into the school, would the Board think itself called upon to remove such master?—Certainly.

4246. No violations of that rule have taken place hitherto, within your knowledge?—I cannot call any one to my mind at this moment.

4247. So that no difficulty is found in enforcing the regulation, generally speaking?—I do not think any difficulty has been found; I think in some cases it has happened, that works of a particular religious nature have been found in the schools; in every such case, the practice has been immediately prohibited upon its coming to our knowledge. My general impression is, that the cases have been very few in which any tract or work of a religious nature which may be objectionable to any particular class of Christians, has been found.

4248. In the publication of the lesson books for the children, is every precaution taken to avoid anything that can be objectionable to any sect of Christians?—Certainly.

4249. Some objections are stated to the manner in which the Roman-catholics divide the Commandments; have those objections been obviated in any way by the Board?—Yes; we have published the Commandments exactly as they are given in the Book of Exodus. They are not numbered in the Book of Exodus; they run consecutively through several verses. We know that the whole have always been spoken of as containing the Ten Commandments; but what is a part of the first, and what of the second, and what of the third, I do not think at all appears by the Scriptures. That which constitutes the second Commandment, according to the division of the Established Church, constitutes a part of the first Commandment according to the division of the Roman-catholic Church. From this the mistake has arisen, that the Roman-catholic Church does not give the second Commandment at all. Then what constitutes the tenth Commandment according to the Established Church, is divided into the ninth and tenth by the Roman-catholic Church. The Established Church treats the prohibition to commit adultery and the prohibition to steal, as two substantive Commandments; but it treats the prohibition to covet thy neighbour's wife, and the prohibition to covet thy neighbour's goods as one Commandment. Now, as in the first instance, we are prohibited from committing adultery and stealing, by two express

R. A. Blake, Esq.

18 August 1835.

Commandments, so in the latter case we consider that we are prohibited to indulge the spirit or disposition to do either by two express Commandments. Thus while that which constitutes the second Commandment according to the division of the Established Church, is part of the first Commandment according to the division of the Roman-catholic; so that which according to the Established Church constitutes the tenth Commandment, constitutes with us two Commandments, the ninth and the tenth.

4250. You have just stated the arrangement which has been adopted by the Board, in one instance, to obviate any objection on the part of the different sects of which the country is composed. Have they preserved the same spirit in their notes to the Scripture Lessons?—They have. The Board have constantly acted in a spirit of charity, and a disposition to conciliate, and to find grounds upon which they could conscientiously agree without any compromise of principle, and to avoid causes of difference or grounds upon which they might dispute.

4251. Have any objections or complaints been made to the Board of any of those notes?—There have been objections made to a note in the first part of the Scripture Lessons, at page 16, which explains the sense in which the Roman-catholic Church uses the word "she," instead of "it," when speaking of the prophecy of the coming of our Lord, who should crush the serpent. It explains that the sense of both churches is the same, for that it is by her seed, Jesus Christ, that the woman crushes the serpent's head. This note was taken from the Douay version, for the purpose of showing that there was no difference of meaning between the two churches, and it appears to have produced much dissatisfaction that it should be shown that the churches agreed rather than differed.

4252. Is there any objection made to any other part of the selection?—

4253. Have any means been taken by the Board to inculcate a spirit of general charity?—The first act of the Board was to adopt a lesson framed by the Archbishop of Dublin for the use of all the schools. His Grace did not attend the Board when the lesson was brought under consideration, in order that he might leave us the more free to discuss it; upon reading it, Dr. Murray, the Roman-catholic Archbishop, immediately proposed it, and it was unanimously and most cordially adopted. This is the lesson:—

[*The same was delivered in and read, as follows*:]

GENERAL LESSON.

CHRISTIANS should endeavour, as the Apostle Paul commands them, "to live peaceably with all men;" (Romans, c. 12, v. 18,) even with those of a different religious persuasion.

Our Saviour Christ commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines; but we ought not to hate or persecute them. We ought to seek for the truth, and hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

We ought to shew ourselves followers of Christ, who, "when he was reviled, reviled not again," (1 Peter, c. 2, v. 23,) by behaving gently and kindly to every one.

4254. Is that lesson placed up in every school under the Board?—We require that lesson to be hung up in every school, and the principles of it carefully inculcated.

4255. Has the Board published any other religious work besides the Scripture Lessons?—It has published a small volume of sacred poetry.

4256. From whence was that little work compiled?—It is taken from different publications; many of them are taken from a work of Miss Taylor.

4257. It is selected from works of different religious persuasions?—Yes, the greater portion of it is taken from Protestant writers.

4258. Here is No. 14, the "Hymn of Mary, the Virgin Mother of our Blessed Lord." Is that taken from a Catholic work?—No; it is taken from a Presbyterian work; it is a paraphrase of the Magnificat.

4259. Has any objection been made to that hymn?—I have not heard of any.

4260. Will

4260. Will you read the hymn?—

My soul and spirit, filled with joy,
My God, my Saviour praise,
Whose goodness did from poor estate
His humble handmaid raise.
Me, bless'd of God, the God of might,
All ages shall proclaim;
From age to age his mercy lasts,
And holy is his name.
Strength with his arm the Almighty show'd,
The proud his looks abased;
He cast the mighty to the ground,
The meek to honour rais'd.
The hungry with good things were fill'd,
The rich with hunger pin'd;
He sent his servant, Israel, help,
And call'd his love to mind.
Which to our father's ancient race
His promise did ensure,
To Abraham and his chosen seed,
For ever to endure.

4261. Are there any other passages in that little publication to which you would direct the attention of the Committee?—There is the hymn upon the coming of our Lord, No. 15.

Ye bright angelic host, who stand
Around the eternal throne,
Go forth and in the Holy Land
Make your glad tidings known.
Ye shepherds, favour'd from above,
Admire the heavenly host;
The news of your Redeemer's love
Receive in wonder lost.
For "unto us a child is born,
To us a Son is given;"
Let none his lowly station scorn,
'Tis Christ, the King of Heaven.
Angels, triumphant at his birth,
Shout forth your hymns again;
"Glory to God on high, on earth
Peace and good will to men."

4262. Are those hymns sung or accompanied by Music in the schools?—No, they are not; I wish that singing were taught in the schools.

4263. It is not made a part of the instruction at present?—No.

4264. Is Drawing?—No.

4265. Do you see any inconvenience in introducing them generally?—I think it would be very desirable to introduce them, it would tend very much to civilization.

4266. Are those hymns generally used?—They are only just published; I hope they will be generally used.

4267. Do they open and close the school by prayer?—No.

4268. Have you observed any dissensions amongst the managers, in the direction of those schools under the Board, arising from religious differences?—No.

4269. Are there not some schools where scarcely any Protestants, and others where few Catholics are to be found?—I have no doubt there must be many such.

4270. Does that arise from the particular state of the population?—I think so.

4271. Are you of opinion that the feeling of mutual dislike is diminishing?—Yes.

4272. Would you apprehend that any such feeling would be stronger, or less, in the higher classes of education?—I should hope less, in proportion as men are enlightened.

4273. Then the only objection to the system as at present in operation, arising from the religious differences, and that every day diminishing, do you contemplate, that if Government should take an active part in the matter, education would advance still more rapidly than it has hitherto done?—I do.

The Very Reverend Dean *Macnamara*, called in; and Examined.

Very Rev. Dean *Macnamara*.

18 August 1835.

4274. IN what part of Ireland do you reside?—At Burlf, in the county of Limerick.

4275. Have you been long resident there?—Four or five years.

4276. Have you been generally resident in this part of Ireland?—I have been generally resident in the county and city of Limerick.

4277. Have you given much attention to the state of education in that county?—I have, chiefly to the elementary education of the poorer classes of children.

4278. Have you seen the operation of the different systems, in reference to those elementary schools, the system formerly pursued, and the system now in operation under the Board of National Education?—I have seen the operation of the common schools, the schools of the Brothers of Christian Instruction; but I cannot speak with equal certainty of those of the Kildare-place Society, as they were too few, and too strongly opposed by the clergy of my church, to come under my observation.

4279. Did that opposition exhibit itself at the first establishment of those schools?—It exhibited itself as long as I knew those schools, and I think from the very commencement.

4280. On what ground was the opposition founded?—Chiefly in consequence of introducing the Scriptures without note or comment, and making them a school book for the children.

4281. During your acquaintance with those schools was that rule enforced?—The letter of the law was always strictly enforced, the spirit seldom, where the children were Catholics. For instance, I knew one school where the rule was evaded by the Protestant teacher. His pupils, being all Catholics (with the exception of his own children), he did not wish to encounter the hostility of the priest, and he used to lock up the Scriptures; they were in the school, but locked up; and I also may add, from the reports I received from other clergymen, that that was a very common practice in the county of Limerick.

4282. Have you seen any children that have been educated in the Kildare-street schools after they have left the schools?—I seldom have, because they were not only few, in point of fact, but they continued in attendance for a short time. From the opposition of the clergymen to their attendance, they were soon withdrawn.

4283. Have you found, within your own experience, that the children educated those schools possessed a greater knowledge of the doctrines and history of the Bible, than those educated generally in Catholic schools?—As far as my experience went, it was quite the reverse.

4284. So that even the objects of the Kildare-street school, even where their rule was enforced, do not appear to have been answered?—Never; they were always practically inefficient in that respect.

4285. Was any other course of religious instruction given in those schools, besides reading the Bible without note and comment?—I only know that the Catholic catechisms were carefully excluded, and that the Protestant was always taught to the children of the Established Church. The Catholic children were not allowed to be taught their own catechism in those schools.

4286. The hostility, then, of the Roman-catholics to those schools did not arise from hostility to education generally, but only to that particular mode of conferring it?—Precisely.

4287. Since the establishment of the schools under the Board of National Education, has this anxiety for education shown itself in a different point of view?—It has shown itself to an extent that surprises and delights me. The people are most anxious to take advantage of it.

4288. Are the Catholic clergy favourable to the present system?—To a man; our bishop makes it a point with his clergy to establish in their respective parishes schools in connexion with the Board. For this purpose he interrogates them, collectively and individually, as to the progress they have made or are making in this respect, and where any difficulties of a local nature present themselves, he invariably lends his assistance, by advice or otherwise, to their removal.

4289. Have you generally found in other parts of Ireland that they are anxious for the education of the lower classes?—My experience has been very extensive amongst them for the last 23 years. I have known them in my own diocese, and in almost all the dioceses of Munster, and in many other parts of Ireland, and I never

Very Rev. Dean *Macnamara*.

18 August 1835.

I never met with even one that was not most anxious for the education of youth.

4290. Do you find that the people themselves are sufficiently anxious for education willingly to consent to the loss of their children's labour when they are of an age to go to school?—There are some persons of so low and wretched a state of life that they will require the assistance of their children to go to beg or to collect fagots to boil their victuals. In the harvest time also, for the sake of the scanty wages they receive, they will withdraw them from the schools, but they are most anxious to make every sacrifice that they can to enable them to attend at other periods.

4291. Wherever they are at all comfortable, or in any degree above that low situation in life, do they make any difficulty in contributing to these schools?—They make no difficulty in sending their children and contributing according to their means.

4292. It has been observed, that in Dublin many of the schools for the education of the lower classes are actually supported by subscriptions from the lower classes themselves. Is that the case in Limerick?—It is the case in many instances.

4293. Is their zeal for instruction much increased by the reliance they have that the Board will not allow any interference with their particular religious opinions?—It is.

4294. Do they feel a perfect confidence that their religious opinions will be fully respected?—They do; and it proceeds from the approbation of the clergy, which they know has been given to those schools.

4295. Do the clergy feel an equal reliance upon the Board?—Yes, they do; as far as things have gone hitherto.

4296. Is it found that the time allotted to the religious instruction of the pupils is adequate to the purpose?—I have had no school under the superintendence of the Board, and therefore I cannot give an answer to that.

4297. Are you acquainted with other parts of the country where such schools are in operation?—Yes; and I have never heard any of them complain, and I should think that the time allotted by the Board is quite sufficient.

4298. Do you think that the religious instruction is at all injured by being separated from the secular?—By paying proper attention to it, I think it is not at all injured; but from having been in the habit of seeing them go hand in hand, I should prefer seeing them taught together.

4299. Is it not the case in other subjects of instruction that for the sake of greater clearness, and for the purpose of impressing the lesson upon the mind of the pupil, it is necessary to separate them and to teach them at different periods. Is there any reason for making a difference in that respect, in the case of the religious lesson?—Not the least; but under the former system the Catechism itself was a school-book, and taught at different hours of the same day.

4300. Is not the Catechism, by being taught upon Saturday and Sunday, likely to make as much impression as if a portion of it were taught every day?—Perhaps so.

4301. Do you find this additional advantage, that when the Catechism is taught by the clergyman instead of the schoolmaster, an additional and weightier sanction is given to such religious instruction?—Not only a religious sanction is given, but it always makes a stronger impression upon the child.

4302. So that the communication of religious instruction in hours out of school and on specific days by the pastors of the respective communions is likely to attain the objects of religious instruction more effectually than by mixing it up with the general occupations of the week day?—I think, that if properly attended to, it may eventually turn out an improvement on the old system.

4303. So that, even supposing there were not good ground, from the difference of religious persuasions, for adopting that regulation, there would, for the purpose of giving religious instruction in the best manner, be good ground for adopting the present regulations of the Board?—In my opinion, the difference of religious persuasions is the principal ground for adopting such a regulation; whether the manner be exactly the best depends on the results to follow, and of which we are not yet sufficiently cognizant to pronounce with certainty; but I only speak for myself.

4304. What is the opinion of the Protestants in the neighbourhood in which you reside as to the system of education adopted by the Board; is there any

Very Rev. Dean *Macnamara.*

28 August 1835.

strong hostility manifested against it?—The Protestants in my neighbourhood would manifest no hostility to the Board, or the schools under it, if they were left to themselves.

4305. Are means taken to indispose them against it?—Means are taken to indispose and excite them against it.

4306. You have stated that you have had no school in your parish; from whence does that circumstance arise?—It arose principally from the difficulty of procuring a site for a school. One of the regulations of the Board is, that in a school to be erected they must get a lease of the premises; I have applied to the proper quarter and could get no site for a school, owing, I should think, to the prejudices of the landlord against the Board and the general system of education under it.

4307. Have you heard that these difficulties have occurred in other parishes?—I have known them to occur in more than two-thirds of our diocese.

4308. Arising from indisposition to support the system on the part of the landlords?—At all events arising from the difficulty of procuring sites for the erection of schools, which difficulty originates entirely with the landlords.

4309. Does it arise from the difficulty of obtaining funds for the building of schools?—The funds required are so small, that they could be easily procured; for the Board gives two-thirds, and the other third could be easily collected in labour and materials from the parish.

4310. Do you find any indisposition on the part of the people to contribute their proportion?—When the sites are procured, they are most willing to contribute their share in labour, materials, and money.

4311. Have offers been made to purchase or rent such sites?—No offers have been made, because it was considered of no avail.

4312. Do you think that proprietors would object to sell or to lease a portion of ground, though they may object to give it?—I think that such an arrangement ought to be compulsory upon them.

4313. Have you found such difficulties existing in the case of Catholic as well as of Protestant proprietors?—The Catholic proprietors in our county are few and limited; but even so, I have known some splendid instances of their erecting and endowing schools, which they have also placed under the superintendence of the National Board, so perfectly satisfied are they with its general regulations. Amongst those, I mention with pleasure the name of Mr. Honan, of Limerick, who has erected on his own property, at an expense of 500*l.*, a school such as I have described.

4314. What are the conditions that the Board require, with respect to the appropriation of land for the erection of a school?—They either require the fee in themselves, a lease for ever, or a lease for ninety-nine years, and from the difficulty of obtaining it, the schools under the superintendence of the Board are schools that receive a salary for the master, rather than a regular endowment.

4315. Does the Board pay the whole of the salary?—The Board generally give at the rate of 10*l.* to every 100 scholars, which I think a very inadequate remuneration.

4316. What arrangement would you propose for the obtaining proper sites for schools?—The only arrangement that suggests itself to me is, to make it compulsory upon the proprietors by an Act of the Legislature, just as in the case of roads.

4317. Would you think it quite as just to require land for a school, as for a road?—I think at least in an equal, perhaps in a higher degree.

4318. Do you think that the objections of proprietors should be listened to, where the public interests are so largely at stake?—Certainly not.

4319. What portion of land is generally required for a school in your neighbourhood?—An acre is generally considered the proper quantity.

4320. Is not that too little; would not you require a larger portion of land for the garden of the teacher, and a play-ground?—We are so much in the habit of being satisfied with a little, that I think that a great deal.

4321. Were such a measure as you suggest, passed by the Legislature, would you anticipate the erection of schools in many districts which are not at present supplied?—I would anticipate their erection in every district of the country.

4322. In place of the arrangement at present adopted by the Board, of requiring a contribution for the building of the school, and paying the proportion of one-half or two-thirds, would you prefer that the Board should erect the school

and

Very Rev. Dean *Macnamara.*

18 August 1835.

and require the district to maintain the schoolmaster, and pay for the casual repairs of the building?—That plan would be far more simple and more efficacious, I think.

4323. Would it be more satisfactory to the lower classes?—Much more so.

4324. Particularly if the management of the schools were confided to a Local Committee, chosen by themselves?—They have no notion of anything of that kind at present; but I am sure the plan suggested would be satisfactory to them.

4325. In such cases it is to be supposed, that the principal persons in each parish or district would be upon the Committee, and the Roman-catholic clergyman and the Protestant clergyman, if he pleased, would form a portion of it; would that meet the wishes of the population?—I think it would; no objection could be urged against it.

4326. What is the salary generally paid to teachers in your part of the country?—Generally from 2 *s.* 6 *d.* to 7 *s.* 6 *d.* a quarter, according to the branches that he teaches.

4327. Is not there considerable variety in the amount of these fees, and in the punctuality with which they are paid?—A great deal.

4328. Have you observed whether the conduct of the schoolmaster is generally regulated by the amount of the fees, and the punctuality of their payment?—It certainly is so regulated; he generally pays greater attention to those children whose parents are punctual and liberal in their payments.

4329. Is not that a great defect, and does it not exhibit a system of conduct regulated by base motives?—It exhibits a line of conduct, based on interested motives; but this is never quite manifest, except in cases where the parents altogether neglect the payment of the master's fees.

4330. Are there not several in the schools who receive instruction gratuitously?—In the school under my superintendence, there are only 20 children that receive it gratuitously, in consequence of an arrangement entered into with the master; I have given him a shed of an old chapel for a school-house, on that express condition.

4331. Is there any distinction made in the school, among the children themselves, between those who pay and those who do not?—There is not at present, in consequence of the fewness of those who do not pay.

4332. Have you observed it in other schools?—I know it was the principal difficulty that I encountered in inducing the two masters, who have very lately undertaken the superintendence of a national school; they said, that if they accepted a salary from the Board, and received all children indiscriminately, they would lose their other scholars.

4333. In consequence of what?—From their being mixed together. The objection proceeds from the wretched condition of the poor children, who are gratuitously instructed. Some of them are almost literally naked; others covered with mere rags, and in a state of filth and dirt not to be mentioned; and this objection exists to such a degree in my town, that the schoolmasters are afraid that all the decent children will be withdrawn from them. But it does not exist in Limerick, where the children that go to these schools are all poor, and of the same class in life.

4334. Does the master himself collect the fees, or are they collected by the managers of the school?—Our school having come so lately (within a month or two) under the control of the Board, the managers had nothing to do with the collection of fees, these were always collected by the teacher or teachers themselves, and oftentimes were recovered by process of law.

4335. Does not this arrangement produce a certain indisposition or dislike towards the teacher?—The consequence often is, that the parents so proceeded against withdraw the children from that particular school.

4336. After having got a certain quantum of instruction?—Yes; and for which the parents have been compelled to pay.

4337. So that a teacher who receives his salary by fees only, has a very precarious and disagreeable sort of existence?—Very precarious, and always inadequate.

4338. There is, therefore, under such system, very little encouragement to a man to become a teacher?—Very little, indeed.

4339. Does it not necessarily depreciate the character of the teachers?—It does.

4340. And you can hardly hope to have a very good class of teachers in any

Very Rev. Dean *Macnamara.*

18 August 1835.

part of the country where such a system prevails?—The present teachers are, as a whole, a class of men that ought to be got rid of as soon as possible.

4341. Would a fixed salary to the teacher remove the objections you have just stated?—It would.

4342. What would you suppose to be an adequate fixed salary, taking into consideration the mode of living in the country in which you reside?—I think that any teacher, who had the superintendence of 200 children, ought, at least, to have from 30 *l.* to 40 *l.* a year.

4343. Do you think that 30 *l.* a year, with a house and garden, would be a sufficient inducement to a respectable man to become a teacher?—I think it would at present.

4344. Would not that inducement be greatly enhanced by having also the hope of promotion in his profession if his conduct were good?—It naturally would.

4345. His stimulus would be still stronger, were a superannuation to be secured to him or his widow, after he had continued in the discharge of such duties for a certain number of years, in a satisfactory manner?—Certainly.

4346. Would you think an assessment of such a sum as 35 *l.* a year upon your parish too considerable?—It would be so considerable that I think the people would hardly consent to pay it all.

4347. Supposing it was to fall principally on the proprietors and the comfortable farmers?—When we talk of its falling upon the proprietors, the phrase is understood in Ireland to mean that the proprietor will always contrive to make it really fall upon the shoulders of the tenant; hence, I believe, the people would be averse to anything like taxation upon that head.

4348. Would you have the school built, and the schoolmaster paid, and the expense of the outfit entirely borne by the public at large, without any reference to the individuals locally benefiting by the school. Would it not be fair that they should contribute, at least, their proportion?—Yes, a certain sum.

4349. Supposing that all school fees were done away with, what proportion of the salary of the schoolmaster would you fix upon the parish?—I would fix one-half upon the district or parish as it may be.

4350. Is it fair that the public should pay for a particular school in so large a proportion, and that the inhabitants of the district should not furnish more than one half of the annual expense?—I think the less of local taxation is introduced into Ireland at present the better.

4351. Supposing that the rate-payers imposed it upon themselves?—There is nothing that the rate-payers are so averse to.

4352. Does not that arise from the opinion that, generally speaking, local taxation is not connected with any benefit specifically conferred upon themselves; when it was for a purpose so obviously such, would not much of this aversion be removed?—I know that there ought to be no aversion at all in a case where they are so greatly benefited; and I know that, upon the supposition of its being for such a purpose, the objections would be considerably diminished; but still there is nothing to which they have such a dislike to as to tax themselves, even for their own advantage and benefit.

4353. If this proposition were made to the parish, you must either pay to the schoolmaster for your children so much per week, or you must pay such a salary quarterly to the master as will be sufficient to support him; and for that purpose a rate must be raised which will be diffused over the whole parish; would not the latter obviously be a much better arrangement for them than the first; and, under such circumstances, have you any reason to suppose that they would not assent to it?—In that case I think it ought to be a compulsory arrangement, then they should yield to it; but I do not think they would voluntarily consent to it.

4354. Do you think that their hostility to local assessment is based upon good grounds, or that it is not rather the result of inadequate acquaintance with the best modes of supporting public establishments?—I think it arises from their prejudices, and those prejudices have originated in the monstrous abuses which they have seen take place under the system of local taxation. Hitherto every thing in that way has been a job in Ireland. Besides, rents are so high and disproportioned, so strictly exacted, and their non-payment followed with such truly afflicting consequences, that hardly anything is left to supply funds for any new system of local taxation in our country.

4355. Under a better system, by which the people were allowed a larger share in

in the management of their own affairs, would you apprehend such consequences?—I would not to any great degree.

4356. Do you think that the parish, or the people in general, would feel any jealousy or objection to the Board holding the land on its own power, and building the school upon the system which has just been referred to?—They would feel no jealousy whatever.

4357. Are not the teachers in Ireland generally known who have received scarcely any education?—I know that, generally speaking, their education is limited, and that their habits are very far from what I would wish in persons charged with so great a responsibility as the education of youth.

4358. Have the Catholic clergymen any control over the teachers?—The greatest control in most instances.

4359. If the Board of National Education were to educate a certain number of teachers, do you suppose, from what you know of the Catholic clergy and the Catholic population, that they would willingly receive such teachers from the Board?—They would most willingly. Three things only are wanting to us: school-houses, proper teachers and sufficient funds.

4360. Would you object to the appointment of those teachers by the Board, or would you require that they should be elected by the parish, and with the approbation of the clergy?—I think the people would be dissatisfied with any system that excluded the clergy entirely from the choice.

4361. You think they would not be satisfied with giving implicitly to the Board the appointment of the teachers?—As far as I am concerned myself I should have no objection, but I do not think the people would be satisfied with it.

4362. Supposing the Board published annually a list of teachers who had passed their examination in Dublin, and that this list were diffused generally throughout the country, and the districts were required to choose from this list, would not such arrangement fully answer the object, first, of obtaining good teachers, and next of satisfying the feelings of the people and of the clergy?—I think that it would be an admirable plan, for in that case there would be no parish scarcely in Ireland that would not have some candidate.

4363. How are the books which the Board has published received in the schools?—The few clergymen in my neighbourhood that have schools under the superintendence of the Board have expressed their unqualified approbation of the books.

4364. Are they in circulation in other schools besides those under the jurisdiction of the Board?—They are not, and that from the difficulty of procuring them; their conveyance from Dublin increases their price too much, for though they give them at half price, yet when they come down by coach the price is so considerably enhanced that the managers of schools find it cheaper to go to the common bookseller.

4365. Might not that difficulty be obviated by the Board establishing in every county town in Ireland depôts at their own expense for the sale of these books?—It would obviate the whole difficulty, and I myself suggested that plan in a communication which I had with the Board and begged of them to adopt.

4366. If that arrangement were effected, would you anticipate any difficulty in their circulation?—I would anticipate an increased demand for their books, even from schools that were not under the Board.

4367. By whom are the other school-books, in circulation in Ireland at present, supplied?—They are supplied chiefly from the booksellers' shops, and sometimes by the Brothers of Christian Instruction, who are supplied with the very best kind and sell them at the lowest prices.

4368. Are these books composed by themselves, or are they in general those published by the Kildare-place Society?—Many by the Kildare-place Society, many of them translations of works published on the Continent.

4369. Which class of books do you think are in most general circulation, those published by the Board of Education, or those published by the Kildare-place Society?—Wherever the books of the Board can be procured, they are fast superseding those of the Society; in fact, the Society has ceased to exist to any considerable extent in our county, and I should therefore think its books as a society are now scarcely known, but many of its works have been republished by the Board, and are circulated under its name and authority.

4370. Is a library for the use of the lower classes to be found in any of the schools with which you are acquainted?—None in the schools; but there are libraries

Very Rev. Dean *Macnamara.*

18 August 1835.

libraries attached to our chapels, all of which are of a religious and controversial nature.

4371. How are these libraries supported?—They are supported by the voluntary contributions of the subscribers, and by the resident clergymen.

4372. If a small library of useful works, adapted to the comprehension of the lower classes were established in each school, do you think that the population are sufficiently improved to make use of them in their winter evenings?—I know that they are; and I know that their anxiety is even still greater than the degree of improvement which they at present possess.

4373. Would it act as an inducement to a parent to send his children to the school if the whole of his family had access to the library of the school?—A very great inducement.

4374. Have you found that the diffusion of reading and writing, and of education, even such as it has been, has been productive of advantage or disadvantage to the intellectual and moral habits of the population?—My own experience would lead me to think it has been productive of very great advantage; at the same time, a very great degree of morality is found amongst those persons who do not know how to read or write.

4375. And if a higher and better character of education were given, you would anticipate a proportionably greater increase of such benefits?—Much greater; I have made it my business to inquire from the Brothers of Christian Charity, who have had opportunities of seeing their pupils in after-life, and their testimony on the subject is unanimous, and I think such as may be safely depended on. I remember one day having witnessed a fight at Ennis Tymon, in the county of Clare, and I made it my business to inquire of the Brothers of Christian Charity, who have superintended a school there for 20 years, whether there were any persons who had been formerly their pupils, implicated in those riots; and they told me, that there were a few; and I asked them how they could account for there being any; and they said, they were there merely upon the principle of clanship; but that the vast majority of those educated by them were more peaceable, more sober, and more industrious than the rest of the community.

4376. Is it found that the education received in these schools, has disposed the individual receiving it to feel discontented with his situation, or encouraged in him an inclination to presumption and turbulence?—I never heard that it does, with regard to the male schools, but I heard such a remark made upon one or two occasions, relative to the female schools. I heard it said of them, that they are less capable of being made good servants, on account of the education which they received.

4377. Might not that arise from the education being rather partial, and inapplicable to their future position?—It arises, in my opinion, not so much from their having been taught to read and write, as from a defective system of instructing them in the proper method of discharging the menial duties of the state to which they are more particularly called, such as washing, cooking, and baking. In my mind a system of education that would embrace such objects, is a great desideratum, and would tend to furnish the public with a better class of servants.

4378. If the whole female population were educated, would not the effect of it be, that there would be no longer such distinction, and any individual revolting against her position in society, would soon find her level?—Certainly.

4379. Do you not think, that the greater portion of the evil results ascribed to education, arises from its not being of a proper and appropriate description; for instance, is it not known that the best method of performing the different domestic services to which both sexes are destined, is not sufficiently taught in our elementary schools?—It is not taught at all, except perhaps sewing and spinning, and of these, spinning is beginning to fall into disuse. I know many schools in which they have been obliged to give up the spinning department in a great degree.

4380. You are then of opinion, that domestic economics have not formed a sufficiently important portion of the education of the lower classes, either male or female?—That is precisely what I wish to impress upon the Committee, and more particularly as far as females are concerned.

4381. And that such instruction ought to be attended to quite as much as reading and writing?—I have long thought so.

4382. In any of the schools with which you are acquainted, does instruction in Music form a part of the education?—I find it forms a part of education in the infant school in Limerick, under the superintendence of Miss King; all the elementary

mentary portions of education are taught by a system of music, and I think it has produced an admirable effect.

4383. Would there be any difficulty in introducing it to a still greater extent in the greater part of the elementary schools?—So far from there being any difficulty in it, I think there would be a general feeling in its favour.

4384. Is not much of the immorality of the lower classes to be ascribed to the bad company and habits of drunkenness in which they indulge?—A great deal; but those are the results rather of a defective or improper education, than the causes of the immorality of the people.

4385. If there were other occupations and amusements of a more moral kind, liberally given to them, do you think that it would strongly tend to counteract this evil?—I think it would.

4386. Would the cultivation of music be one of the means of moral improvement as well as rational amusement which you would recommend?—I think a regular, and to a certain degree, scientific knowledge of it, may be usefully introduced into the education of the lower classes.

4387. Particularly in its application to religious purposes?—It would be extremely useful in that respect.

4388. As the observations you have made have been principally applied to the Catholic population, can you state what is the state of Protestant education in your part of the country?—The Protestant education in the town in which I live is entirely under the control of the master, who is supported by the minister from his own private or from some unknown funds.

4389. Is there as much zeal shown by the Protestants for education as by the Catholics?—Quite as much.

4390. You stated that if they were left to themselves they would not be indisposed to the system of the Board. What did you mean to imply by that observation?—I alluded to the fact that I myself applied to the Board as far back as Christmas last, for aid towards supporting the school in the town of Braff, and in order to fulfil all the preliminaries required by the Board, I applied in the first instance to the vicar of the parish, requesting, in as respectful language as I could use, his co-operation to that effect. He declined on conscientious motives, as he stated, and I then caused the schoolmasters to apply to the Protestants of the town, who all cheerfully gave their signatures to the application. But the vicar on discovering that they had done so, went to them individually and prevailed upon them to withdraw their signatures, and write to the Board to that effect. Accordingly no grant was given, and I again applied and received no answer. At length an inspector called, and mentioned the circumstance of the signatures having been withdrawn, of which I was before entirely ignorant; and stated, among other things, that the school was represented as unscriptural. He visited it with me, and found two copies of the Old and New Testament in the school, together with the usual extracts from the Scriptures, all in the hands of the children.

4391. Is scriptural instruction given to the children generally by the Catholic clergymen?—It is not given to the Catholic children generally, until they arrive at a certain age; but passages such as are to be found in the Kildare-street books, and in the books of the National Board, and as were always in use in the Catholic church in Ireland, are put into the hands of children as soon as they begin to read. As they grow up they have catechisms and other books of instruction, which comprehend the whole History of the Old and New Testaments.

4392. Do you think that children at the age of even ten, are capable of understanding a great portion of the Scriptures?—To my apprehension, it is absurd to suppose it. I never met with a child that did.

4393. Does it not require a person not only of a certain age, but with a considerable degree of previous knowledge, and much previous exercise of the moral and intellectual faculties, to understand the whole of the Scriptures?—It requires a most profound knowledge and acquaintance, almost with every science, to properly understand and expound the Scriptures.

4394. Do you think it desirable to select such portions as are within the comprehension of the child?—I only echo the sentiments of the Catholic church at all times, in saying so.

4395. Such then being the view which the Catholic church has taken, she does not therefore, in your opinion, exclude the reading of the Scriptures?—She never excluded the Scriptures from the people, with the view of keeping them in ignorance;

Very Rev. Dean *Macnamara*.

18 August 1835.

but she does so with a view of preventing their using them in such a manner as to be an obstacle rather than a help to their eternal salvation.

4396. Are you acquainted with any institutions for education in the county of Clare?—In the county of Clare I am acquainted with the schools superintended there by the Ursuline Nuns, and the Brothers of Christian Instruction.

4397. Is the course of education similar to that pursued in similar institutions in Cork?—It is.

4398. Are there many boarders in the Ursuline convent?—There are about 33.

4399. Of what rank of life are they generally?—Of the upper and middle classes.

4400. Have they a charity school besides?—They have, in which there are 60 orphan girls supported, clad, and apprenticed, or otherwise provided for.

4401. Have you in the county of Clare any academy of any description, destined for the education of the middle classes?—Not one that I am aware of.

4402. Is not the want of such academies greatly felt?—Very much indeed; there are, however, a number of excellent private schools which supply that want.

4403. Are those schools calculated for that particular description of education which is most adapted to the middle classes; that is, an education referable to their future condition in life?—The education is generally referable only to the professions; it is classical and mercantile, and nothing more.

4404. In speaking of mercantile education, of what description is it; is it limited to book-keeping?—Yes, and to those branches of the mathematics connected with a mercantile education.

4405. If a college were erected in the south of Ireland, similar to the Institution at Belfast, would you expect there would be many persons in that part of the country anxious to frequent it?—There are numbers that would be most anxious to avail themselves of it; so anxious are they for collegiate education in general, as contradistinguished with that received in schools, that I believe a great number send their children to a distance, to Carlow, Clongowes, and other seminaries, rather than do without it.

4406. Do you think that they would willingly contribute a certain sum, either to the erection or to the maintenance of such institutions, if encouragement were also given by the Government?—I should think so, from the fact of the high salaries that they give to similar establishments.

4407. Were an institution similar to that at Belfast, established at Cork, would it meet with the approbation of the Catholic clergy?—I think it would.

4408. If it were placed under the jurisdiction of the Board, would such a circumstance act favourably or unfavourably on such co-operation?—In the eyes of the Catholic clergy it would be an additional inducement, since in that case they would have full security for fair play.

4409. If a committee of local management were also required as an ingredient in the plan, would that meet the approbation of the Catholic clergy?—It would, because the principle is in itself both fair and just.

4410. Would the Catholic clergy be favourable to any religious instruction being given in such institution?—I do not think they would be very desirous of it. The clergy would be anxious to make any sacrifice consistent with duty, to secure for the people committed to their spiritual care the full benefit of a good and liberal system of education.

4411. Are you acquainted with any other literary institutions in the county of Limerick besides those you have already mentioned?—There is the Limerick Institution and the Mechanics' Institute.

4412. How is the Mechanics' Institute constituted and conducted?—On the same principle as Mechanics' Institutes are generally constituted and conducted in Ireland.

4413. Is it numerously attended?—It is.

4414. How long has it been established?—I suppose about 10 years or more.

4415. Is it found to have a tendency to promote morality and good conduct in the city?—I never heard the contrary.

4416. Are any of the Catholic clergy connected with it in any way?—None, unless it may be as contributors of books.

4417. Is it mainly supported by the contributions of the upper classes of tradesmen?—Yes; and the voluntary contributions of some of the patrons. The present Chancellor of the Exchequer is among the first and best of its patrons.

Very Rev. Dean *Macnamara.*

18 August 1835.

4418. Was the building built for that particular purpose?—No; it is rented.

4419. Is there a museum attached to it, or a gallery of arts of any kind?—No.

4420. Does that arise from any indisposition to encourage such objects?—No; it arises from no want of taste in that respect.

4421. If they had a sufficient building, and a capacious room allotted for a collection of specimens of nature or art, do you suppose that the public would encourage it?—The public would be most anxious to avail themselves of such advantages.

4422. Are there public lectures given in this Institution?—Very rarely.

4423. Then it is principally limited to reading?—Yes.

4424. Have they any apparatus?—No.

4425. When was the Literary and Scientific Institution of Limerick established?—About the year 1815. I was myself a member of it from 1819 to 1823; but then I was removed to the country, and ceased to be a member.

4426. How is it supported?—By subscriptions.

4427. Are the subscribers numerous?—Very numerous.

4428. Are there lectures given in the Institution?—Lectures, so called, have not been given in the Institution; but the present Member for the county of Limerick has introduced a species of scientific conversation, where papers composed by the members are read upon different subjects at a certain season of the year, and which has contributed very much to improve the taste of the city. Lectures of this description alone are read in the rooms of the Institution.

4429. Have they got a library?—A large and well-selected library.

4430. Can you say what number of volumes there are?—I should think from 1,000 to 1,500.

4431. Is there any indisposition on the part of the Roman-catholics and the Protestants to mix together in these institutions?—It is almost the only place where they mix without the least exhibition of angry feelings.

4432. Do you think that the more general establishment of such institutions would greatly tend to diminish political and party prejudice?—It must necessarily do so.

4433. Would it tend strongly to bring together and mutually improve the feelings and character of the upper and middle classes of society?—Undoubtedly.

4434. Would it bring the upper and middle classes more in communion with the lower?—Yes, undoubtedly.

4435. As such, would you think them fit subjects of attention on the part of the Government as well as of the local population?—They ought to be so.

4436. Do you think that they ought to be considered as much an integral part of public education as even the elementary schools?—Yes, in an equal degree.

4437. Do you think that a great portion of the turbulence in Ireland may not arise from the circumstance of the people being of an active and energetic character, and that not having sufficient intellectual food provided for them in other ways, they are necessarily thrown by this very energy and activity upon politics?—Hitherto that could not be the case, for the evils of the country were sufficiently great to have excited the political agitation that has taken place; but I think that, as that agitation and the causes that gave rise to it abate, they must necessarily be provided with the mental aliment which you describe.

4438. Would you see any objection to the Board contributing wholly or in part to the founding of such institutions, provided the town agreed to assess itself on its side for their future support?—I should see no objection to the Board doing anything that it was possible for them to accomplish.

4439. Would you require that the town should contribute also?—Certainly.

4440. Would you think the town council, if properly constituted as a representative body, a fit organ for the imposing of such assessment?—Yes, I would, if properly constituted.

4441. Would not the assessment which would be required for such institutions be very light?—I think it would not be considerable.

4442. Do you think the inhabitants would object to such assessments for such purposes?—If it amounted to only 50*l.* or 60*l.* a year, I think the inhabitants would have no objection.

4443. If they were established by the Board, would you recommend that reports should be sent annually to that body for the information of the public?—I should think that would be a necessary consequence.

4444. Are any of the Catholic clergymen in your knowledge members of such institutions?—Many of the Catholic clergymen of the city of Limerick are members of the Institution.

Very Rev. Dean *Macnamara.*

18 August 1835.

4445. Do they actively contribute to its management and advancement?—As much as they can. There are one or two on the committee.

4446. Would you anticipate that such a spirit of co-operation would rather increase than decrease?—I am sure it would increase.

4447. Should you not expect, from such an example being held forth on the part of the Catholic clergy, a corresponding feeling of attachment to those institutions on the part of the population at large?—The population would be attached to them in proportion as they saw the clergy patronise them.

4448. And the clergy would feel anxious to patronise them if carried on upon an enlarged and general system for the moral and intellectual improvement of the country?—Certainly.

Mercurii, 19° *die Augusti*, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

Sir *Robert Ferguson*, Bart. a Member of the Committee; Examined.

Sir *R. Ferguson*, Bart. M. P.

19 August 1835.

4449. YOU are acquainted with the Diocesan school at Derry?—I live within about a mile of Derry, and the Diocesan school is situated within a short distance of the road from my place to Derry.

4450. Have you inquired into the expenditure and the state of the funds, and the course of education given in that school, with other circumstances relating to it?—Not much as it has always been considered that the school was under the trustees. I have been exerting myself lately, in conjunction with the Bishop of Derry, in addressing memorials to the Irish Society and the different Companies, soliciting funds for the support of that school, and on that account my attention has been drawn rather more to it.

4451. When was the present school-house built?—About the year 1814.

4452. Do you know what it cost?—It cost something less than 14,000*l.*, including 198*l.* interest on money.

4453. What is the extent of the school-house?—The school-house is a large building, containing accommodation for the head master and the other masters. The house is about 140 feet in front; it has a school-room 80 feet in length by 35 feet in breadth. The principal dormitory is nearly as large as the school-room, and capable of containing about 30 school beds. There are many other sleeping apartments, and ample accommodation for 80 boarders. The school-room might be arranged to accommodate 150 pupils; but there are at present 28 boarders, 22 day scholars that pay, and 20 free scholars who do not pay.

4454. What fees do the boarders and day scholars pay respectively?—Each boarder, who receives instruction in Latin, Greek, &c., pays 32 guineas per annum for board and tuition; those instructed in English pay 28 guineas; the extra charges are very trifling; a day scholar learning classics pays seven guineas per annum, and one learning English pays only four.

4455. Is the number of free scholars at present in the school greater or less than what was usually the case some years ago?—I think the number is rather less.

4456. Is any examination requisite for the admission of the free scholars?—I believe there is not any.

4457. Is any recommendation necessary?—They are in general recommended either by the trustees or by the agent of the Irish Society; but I have known the late master take them on the recommendation of other persons.

4458. Is it left to the discretion of the master to admit any free scholars he may think proper?—I have heard the trustees say that they have the power of enforcing it, but I am not aware of any instance in which they were obliged to do so.

4459. Who are the trustees of the school?—Under an Act of Parliament passed a few years ago, the Bishop and the Dean and Chapter of Derry were constituted trustees.

4460. Is it considered strictly a Diocesan school?—It is not exclusively a diocesan school; towards the present building, as a diocesan school, the county presented two separate sums of 1,000*l.* each; but it has been also considered as a free school, which the Irish Society and the Companies to whom the county of Londonderry was granted in the reign of James I. were bound to establish. It appears from the papers given in by Mr. Davis, that the house for the school was built by Mr. Springham, and 300 acres of ground were appropriated to the school.

school. As early as 1623, however, the inhabitants of Londonderry memorialized the Commissioners of Irish Causes in Dublin, stating that the Society did not carry into effect the purposes for which the grants were given; and I hold in my hand an extract from the proceedings of the Common Council of London, on the 2d June 1624, which gives the propositions referred by the Privy Council to the Common Council of London, who elect the Irish Society, and their answer on the subject.

Sir *R. Ferguson*, Bart. M. P.

19 August 1835.

4461. Will you have the goodness to deliver it in?—

[*The same was delivered in, and read, as follows:*]

"Extract from the Proceedings of the Common Council of London, 2d June 1624:

"Item, at this Common Council were read sundry propositions of the Right Honourable the Lords of His Majesty's most Honourable Privy Council, touching things demanded to be done, and a supply to be made of defects alleged to be in the city of Londonderry, Culmore and Coleraine, being within London's plantation in Ulster, within the realm of Ireland, the tenor whereof ensueth in these words following: 'And we must require the city of London, according to His Majesty's bountiful and royal intention, that the 4,000 acres of land, besides bog and mountain, and the houses within the city, which were given to the Londoners to the use of the citizens, be passed unto the said citizens at reasonable and easy rents, to be holden of that corporation in free burgage; and that the 700 acres intended by His Majesty for the maintenance of a school within that city, if it be possible, may be found out and employed to the use it was first allotted for, and that the 20 marks yearly stipend exhibited by the Londoners for the maintenance of a schoolmaster now resident there, may be confirmed to him, the said schoolmaster, and his successors for ever, and that there be a fair convenient church erected in that city for the assembling of the bishop, clergy, citizens and parishioners to hear Divine service.'

"Whereupon an answer of the Lord Mayor, Aldermen and Commons, to the aforesaid several propositions, articles and things being read to this court, was well liked and allowed for as matter of substance, as the act and answer of this court, the tenor whereof ensueth in these words; viz. The humble answer, &c. &c., To the fifth, touching the granting of the 4,000 acres of land, beside bog and mountain, adjoining to Londonderry, and the houses within that city, to the citizens thereof and their heirs, in free burgage, they conceive, under favour, that they are not, either by the articles or their charter bound to pass those 4,000 acres and houses to the citizens of Londonderry in perpetuity, neither was it ever so intended by the city of London. But in favour they have already allotted 1,500 acres thereof for the use of the mayor and officers of that city, which they do enjoy, and which shall be further confirmed to them upon their obtaining of a licence in mortmain, and have allotted to every house a reasonable proportion thereof, which houses and land they have let by lease to the said citizens at reasonable rents for a great number of years; and for the residue of the said 4,000 acres they reserve to allot to such houses as shall be hereafter erected, which they shall in due time dispose of according to His Majesty's grant. To the sixth, for the 700 acres of land intended for the free school, they know not in whose possession the same is, but desire it may be examined and found out, whereby they may be freed from the 20 marks per annum they have of their own benevolence allowed, and do as yet voluntarily allow to that use, which being a free gift, they humbly pray may be at their own pleasure; and for the building of a new church in that city, they shall hereafter, when it shall please God that the city shall be better replenished with inhabitants, take it into due consideration; in the mean time they have given order for the enlarging of the church there, which will be sufficient for the present use."

4462. Is any portion of the land spoken of in the document you have handed in attached at present to the school?—No portion of the land. The school-house has been built upon a portion of the see lands. Almost the entire of the county of Londonderry was divided among 12 companies, reserving a small portion for the Irish Society around the towns of Londonderry and Coleraine, between the year at which the grant was made and the year 1624.

4463. Is any sum granted by the Society to the school in lieu of this land?—There is the sum of 140 *l.* a year paid by the Society to the school, but they say that that is a grant at their pleasure.

Sir *R. Ferguson*, Bart. M. P.

19 August 1835.

4464. In whose hands are those 700 acres at present?—The 1,500 acres alluded to are in possession of the Irish Society, but we cannot in any manner trace those 700 acres.

4465. Have the citizens renewed their claim to these 700 acres at any subsequent period?—I am not aware of any claim having been made to the 700 acres, nor can any trace be found of it in the diocesan books, as far as I can ascertain.

4466. What portion of land is annexed to the school?—I think about 16 acres.

4467. Is the land immediately adjoining?—Immediately adjoining; the school-house is nearly in the centre of it.

4468. In what part of the city is the school-house situated?—About half a mile from the city.

4469. Is such site thought sufficiently convenient for the day scholars?—Yes.

4470. Of what class of society are the pupils in the school generally; are the boarders generally of a different class from the day scholars?—The boarders are more generally the sons of clergymen or gentlemen from a distance. The sons of merchants in Derry that attend the school, generally attend as day scholars, as the school is so near.

4471. Can you give the Committee any idea of the expenditure of the school?—Nothing further than what is contained in the accounts.

4472. What is the salary of the head master?—I think it is 100 *l.* a year Irish, with the benefit to be derived from boarders.

4473. Are there any assistant masters residing in the school?—The assistant masters did not reside in the school previously; but there has been a new master lately appointed, and I do not know what arrangement has been made.

4474. Is the head master required to pay the assistant masters, or are they paid a salary by the trustees?—The salaries of the assistant masters are fixed by the trustees, and they have been selected by the trustees.

4475. Is any previous examination required by the trustees for that appointment, or are they appointed merely on the recommendation of the trustees?—I am not sure that there is any examination, but there is great care taken in the selection.

4476. Are there periodical inquiries into the state of the school by the trustees?—There have been periodical meetings, but from the extreme age of the former schoolmaster, the school had fallen off so much that they did not make reports to the Companies, and many of them on that account withdrew their subscription.

4477. Is it not in the power of the trustees to remove the master whenever they may think proper?—Certainly; but the former master was a clergyman of the Established Church, he had been in possession of a living, and had given up that living upon getting the school, and the trustees felt that there would be extreme hardship in removing him from the school unless they had some means of providing for him.

4478. Then they have no means of providing for superannuation?—They have not.

4479. Should a similar case occur again, would not the same inconvenience arise?—Certainly.

4480. The public then have no efficient guarantee against the incompetency of the master?—They have no sufficient guarantee against his becoming incompetent by extreme age.

4481. Are you acquainted with the course of instruction pursued in the school?—No.

4482. Is it generally considered by the inhabitants as adequate to the wants of Derry, as far as academical education is in question?—I believe it is generally approved by the inhabitants. There are many other schools in the town. Until lately the school had a very high character indeed.

4483. Are there any suggestions you would wish to offer to the Committee, for the enlargement or improvement of the school?—I have scarcely considered it so as to offer any suggestions with reference to it.

4484–5. You stated that the grand jury presented a certain sum to the school. Did they make any conditions with the bishop or with the other trustees when such presentment was under consideration, for the right of presenting any specified number of free scholars to the school?—Not that I am aware of.

4486. Do they consider themselves entitled to claim that there should always be in the establishment a certain number of free scholars?—I should think not.

4487. It is entirely then at the option of the trustees to admit or not to admit free scholars?—It may be at the option of the trustees; but if they do not admit them, I do not think they could apply to the Irish Society and the Companies for assistance. I consider that their subscription is given under the idea of its being to a certain degree a free school.

4488. Have the trustees of the school any surplus funds?—They have no surplus funds, they have a small fund for exhibitions at the University.

4489. How many exhibitions have they?—Their fund is so very small, having been formed by a donation given by the City of London, that I believe they have not more than one person on it.

4490. Is the subscription of the Companies permanently guaranteed in any way?—No; the Irish Society and the Companies do not consider their subscriptions as permanently fixed.

4491. Is there any unwillingness manifested on the part of the trustees of the school to admit free scholars upon application?—I believe there is no unwillingness on the part of the trustees to admit.

4492. Is there any unwillingness on the part of the inhabitants of Derry to send their sons as free scholars to the school?—I never have been aware of any unwillingness of that kind; but if there were any feeling of that kind, it might be easily got rid of by having an examination, and making the admission a matter of premium.

4493. Is there any examination at present required for the admission of free scholars?—I believe not.

4494. Is any mark of distinction observable between the free scholars and the other scholars of the Institution?—None.

4495. Is the exhibition established in Trinity College upon this foundation, granted as a premium for successful scholarship, or is the appointment made by personal favour alone?—It is granted as a premium.

4496. By whom is the admission to the exhibition determined?—I should think by the trustees.

4497. Is there any religious test required for admission to the school?—No religious test or distinction.

4498. Is any interference allowed with the religious opinions of the pupils?—I never heard a complaint of any interference; the exhibitions are not confined to any particular sect.

4499. Nor the appointment of the teachers?—No.

4500. Are you acquainted with any other school in the town of Derry?—There has been lately a very large bequest made by Mr. John Gwyn, a merchant of the city of Londonderry, for the establishment of a school therein. He left by his will all his property, amounting to about 40,000*l.* in money, together with a house in the city of Derry, and a farm a short distance from it, to the Bishop of Derry, the two Presbyterian ministers and 18 merchants of Derry, as trustees, for the establishment of a school to receive and take under its protection and care, as many male children of the poorer or lowest classes of society resident in and belonging to the city of Londonderry, and the precincts around the same, as the said funds will feed, clothe and educate, orphans or such children as have lost one of their parents always to be preferred; and directed by his will that the said children, after being properly educated in manner and according to the system hereinafter mentioned, should be bound apprentices to mechanical trades, or to a seafaring life; that before admission they should be examined by a surgeon as to their bodily health, and not be admitted if either unsound in body or depraved in mind. He directed also that in the reception of the children, no distinction should be made as to their religious persuasion, but that all classes should be equally admitted, and that all children of the Roman-catholic persuasion who should become inmates, should be educated in the principles of their own church, if it should be the wish of their parents or their relatives, and should be permitted to attend public worship in their own chapel on Sundays, under the care of some proper person, who would pay strict attention to their conduct. It was also directed by his will that the master of the school and his assistants should be Protestants or Protestant Dissenters, men of unblemished character, and should receive and be paid fair and liberal salaries according to the measure of the funds and the nature of their trouble; but that no person employed as master or assistant or servant

Sir *R. Ferguson*, Bart. M. P.

19 August 1835.

should receive any provision, pension or remuneration from the funds of the Institution when it was necessary that they should retire either from age or incapacity. It was also the testator's desire that no clergyman of any religious persuasion should be permitted to visit the school in his professional capacity, without the consent of the trustees or the majority of them. He also directed that the children residing within a certain distance of Londonderry, should be taken in upon a proper certificate signed by the Protestant curate of the parish, or the Presbyterian minister of the congregation, where they should reside, and one or two of the most respectable inhabitants; and if the trustees required any other recommendation, they were at liberty to adopt the same. The system of education was to be confined to spelling, reading, writing and arithmetic; but his said trustees and their successors, or the majority of them, should have the discretion of allowing boys of superior talents and abilities to be taught the elements of book-keeping and navigation, provided time and circumstances would permit. It was also the testator's will and desire that the principles of sound Christian morality and the doctrine of salvation by the merits, suffering and mediation of Our Blessed Lord and Redeemer, should be frequently and strongly inculcated upon the minds of the children, and that they should be frequently practised in reading the sublime, beautiful and instructive passages of Scripture, and such other books as might have a tendency to inform and improve the mind, which by the blessing of Providence might probably promote virtuous conduct, and stop the progress of vice and immorality. The trustees were to appoint agents. Upon the death or removal of any of those trustees, another was to be selected out of the most respectable merchants and traders of the city of Londonderry; the Bishop of Derry and his successors should always be trustees, and when present preside at the meeting. Upon the decision of all questions the votes should be given openly and verbally, not by ballot. That five trustees should visit once a week, and receive reports. It was found that there were some difficulties in the appointment of trustees and other matters, and it was thought necessary to procure a private Act of Parliament, and it is from the provisions of that Act that I have quoted.

4501. Is the school at present in operation?—It seemed to be the wish of the testator that his money should accumulate till it amounted to the sum of 50,000 *l.*, and it has been allowed so to accumulate. The trustees have lately taken a house, and there are, I believe, about 80 boys in the school, almost entirely orphans.

4502. Are you aware of what religious persuasions they are?—I am not aware of the proportions of each religious persuasion; I know that there are a great many of each religious persuasion. There are a number of Roman-catholics in the Institution. At first they were unwilling to go there in consequence of the clause by which no master was to be appointed of the Roman-catholic religion; but there is now, I believe, no unwillingness on their part, and there is no interference whatever. On the contrary, according to the directions of the will, they are sent regularly to the different places of worship, and to be catechised, at such times as are thought fit by the ministers of the different persuasions.

4503. There is a great confidence then on the part of the Roman-catholics in the manner in which the will is observed by the trustees?—There is.

4504. Are you acquainted with the annual expenditure and receipts of the school?—I am not; it has been a very short time in operation, and it would not have been opened so soon, but there were a number of orphans left after the visitation of the cholera, and they opened it to provide for them.

4505. Is the building a good one?—They have merely taken a house at present; they propose to build or purchase.

4506. How many masters have they?—They have two masters, and proceed chiefly upon the system of Mr. Wood of Edinburgh; but not being a trustee myself, I am not very well informed as to the regulations of the school.

4507. The course being limited by the will to a very small amount of elementary education, they require but few masters?—They require but few masters.

4508. Are you acquainted with any other school of note in the neighbourhood of Derry?—There is another school established in the neighbourhood of the city of Londonderry, in which the science of agriculture is combined with education.

4509. Can you give the Committee an outline of the foundation and organization of that school?—The school was founded in connexion with an agricultural society called the North West of Ireland Society, which commenced in the year 1821, much upon the system of the Highland Society of Scotland, and which

we

we had found had been of very great advantage. In 1826 it was determined to attempt to establish an agricultural school, as connected with this society, and a subscription was entered into by members of the North West Society taking one or more shares of 25 *l.*, towards the establishment of the school. The shares taken altogether were 112: besides that we had a donation of 200 *l.* from the Irish Society; we had a donation of 200 *l.* from the Irish Peasantry Society of London; there was a sum of above 700 *l.* paid by the North West of Ireland Society; and we have lately received a sum of 100 *l.* from the Woods and Forests, to entitle them to send some boys from King William's Town; in all about 4,000 *l.* The late bishops of Derry and Raphoe, and the different landed proprietors and companies, took altogether 112 shares. We took from the Grocers' Company a farm consisting originally of 120 acres. It is necessary to state, that this company, in addition to their four shares, most liberally paid one-half of all the expenses of the buildings, which half amounted to about 1,200 *l.* When the subscription was first entered into, it was intended to form two schools, one in a house upon their property at Fallowlea, for the sons of the gentry of the country, who were to pay largely for their education; another at the Farming Offices, about a quarter of a mile from that, for the sons of farmers; and the present house was erected for the agricultural seminary. It was intended that a first-rate classical education should be given at the school at Fallowlea, and that there should be lectures upon agricultural chemistry and different subjects, to which the pupils from the other seminary at Templemoyle should be admitted. It was found after some years that we had not funds to enable us to continue the upper school a sufficient length of time fairly to establish it, and we were obliged to abandon that part of the plan, and the Grocers' Company have taken back the house at Followlea, and a considerable portion of the land around the house, and have given us, at a very moderate rent, about 90 acres of land above Templemoyle, in addition to the remainder of our former farm. That land has afforded very good instruction to the pupils, as it was very nearly in a state of nature; it has been completely ditched and drained, and we have now broken up every field of it. The Grocers' Company paid one-half of the expense of building the agricultural seminary, as I have already stated, and have since that laid out 300 *l.* upon additional offices, and have been most liberal patrons to the school; they have sent us almost constantly 10 pupils. The Drapers' Company have constantly kept at the school four pupils from their property near Moneymore. The other two companies into whose hands the property has fallen, have been subscribers, but have not kept many pupils there.

4510. Are the funds of the Institution supplied at present by general subscription?—There is a small yearly subscription paid by the gentlemen around, but we hope now to be able to support this school from the farm, and from the payment of 10 *l.* each, which the pupils pay for their lodging, washing and instruction.

4511. What number of pupils are there?—At present there are 38. I have here the return of the head farmer of the number of children.

[*The same was delivered in.*]

4512. Is a similar return to the one just delivered in, furnished every month?—Yes, there is one furnished monthly to one of the merchants of Derry, who takes the trouble of being the accountant of the seminary, and is by him submitted to the committee.

4513. Who constitute the Committee of that seminary?—The committee are constituted of the Bishop of Derry, the gentlemen of landed property near it, and some clergymen, merchants and medical men residing in and near Derry, who have no pecuniary interest in the establishment, but have with great public spirit taken on themselves the trouble of visiting it almost every week.

4514. Are the Committee very active in investigating the progress of the school?—They have been uniformly regular in their visits, and most anxious for its success.

4515. What distance is it from the town?—About seven English miles.

4516. Does the Committee appoint visitors from amongst its members?—Visitors are appointed from amongst the committee, but the labour has fallen upon two or three.

4517. The Institution is open to all classes?—To all classes and all persuasions.

4518. And to applicants from every part of Ireland?—From every part of Ireland.

Sir *R. Ferguson*, Bart. M. P.

19 August 1835.

Ireland. The right of recommendation for admission was originally restricted to shareholders of 25 *l.*, and the Committee will see that some of them are from Galway and distant counties; but as we found that the school was not completely full, and as we had all the expense of an establishment necessary for a full school, we allowed annual subscribers of 40 *s.* to recommend.

4519. What is the number of subscribers at present to the Institution?—There were 112 shareholders, and there was about 4,000 *l.* raised altogether, and the expense of one-half of the buildings was paid by the Grocers' Company. The buildings altogether cost about 2,400 *l.*; the number of annual subscribers is not very large.

4520. What is the state of the buildings at present?—The house is very good and the new offices are very good; the other offices we have been obliged to patch. We have 11 years of our lease to come, under the Grocers' Company, and we are in negociation at present for a renewal; and as soon as we get funds it is our intention to rebuild the other offices.

4521. About how many of the pupils are paid for by persons immediately connected with them?—I should think that the parents of one-third pay for them. The Committee must be aware that the payment of 10 *l.* a year is a serious payment from a farmer in that class of life.

4522. What is the aggregate payment for the scholars?—Three hundred and eighty pounds.

4523. Does that sum cover the usual annual expenditure of the Institution?—The 380 *l.* covers the expenses of the masters, and the boys would be more than supported by the produce of the farm; the portion paid by the Grocers' Company goes towards diminishing the arrear of rent into which we had fallen when our rent was high.

4524. Supposing the Institution were free of any arrear or debt, would the produce of the farming defray all the expenses of the pupils?—I doubt whether it would be able to pay all the expenses of the establishment, because you must always, in a school of that kind, try experiments and improve the land in a very great degree for the instruction of the pupils; but if we were free from debt I have no doubt that we should be able to diminish very considerably the payment by the scholars, and at the same time keep up the full efficiency of the school, and we have had both objects very much at heart.

4525. There is an annual contribution of the Grocers' Company?—They pay for 10 boys.

4526. At what age do they come to the Institution at Templemoyle, in general?—The age required by the regulations is 14. We are particularly anxious that they should be rather older, because we find it very difficult to have them retained a sufficient length of time at the school, and therefore we prefer getting them at 16 or 17. In particular cases they are taken younger.

4527. What number of years do they generally remain?—We should wish to keep them from three to four years, but they do not in general remain so long.

4528. If they remained later in the school, do you not suppose that the profits of the establishment would increase?—There is no doubt; I look upon it that during the first year they are of very little use, because during that time they are obliged to unlearn almost every thing they have learned during their life-time.

4529. You are probably aware that in the agricultural schools in Switzerland, the pupils, by remaining a little longer than in your Institution, have been enabled to repay the outlay which is required for their early education. Could not a similar arrangement be made with advantage in Ireland by requiring the pupil to remain to a certain age?—I doubt whether any farmer would submit to have his son retained in that way to any particular age. Besides in practice it is very difficult to do; if they do not wish to remain, they may do something for which they would be expelled.

4530. Are the pupils in any way allowed to profit by their skill or industry in the course of their education?—No; they get no part at present of the profits of the farm.

4531. Are the pupils then left to their own sense of duty whether they will exert themselves or not?—No, the school is divided into two equal divisions; one half are in school under the head master, in which they are instructed in spelling, English grammar, writing, arithmetic, geography, the construction of maps, book-keeping, as applicable to farming accounts, Euclid's Elements, trigonometry in its application to heights and distances, and land surveying, together with the use of

the

Sir *R. Ferguson*, Bart. M. P.

19 August 1835.

the water-level, theodolite and chain. The other division is at work under the head farmer, and they are subdivided into classes under monitors; each monitor is responsible for his class. The committee, or some member of it, go there constantly and unexpectedly; and if any pupil is perceived to be inattentive, or is complained of as such by the master, it is at once intimated either to the gentleman who recommends him, or to his father, or whoever pays for him; and if continued inattention occurs, it is recommended to withdraw him.

4532. Has it generally been observed that they have conducted themselves well?—Extremely well; we have had very few cases of finding fault with them in the school, and so far as we have been able to trace them in after life, they seem to have behaved extremely well. I will deliver in a Return of the number of pupils in each year.

[*The same was delivered in, and read, as follows*:]

ABSTRACT from Books of *Templemoyle* AGRICULTURAL SEMINARY, County of *Londonderry*, for Seven and a Half Years.

Average Attendance of Pupils.	YEARS.	BY WHOM PAID FOR.				
		Parents or Landlords.	Grocers' Company of London.	Drapers' Company of London.	Commissioners of Woods and Works, &c.	—
34	1828	18	12	4	–	
43	1829	28	11	4	–	
40	1830	26	10	4	–	
38	1831	24	10	4	–	
34	1832	20	10	4	–	
32	1833	18	10	4	–	
36	1834	21	10	5	–	
39	1835	24	7	5	4	159

NUMBER of PUPILS admitted since 1828, and NAMES of COUNTIES from whence they came.

Derry.	Tyrone.	Donegal.	Antrim.	Fermanagh.	Dublin.	Sligo.	Galway.	Roscommon.	Waterford.	Cork.	Scotland.	TOTAL.
82	39	19	2	1	5	2	1	1	2	4	1	159

Employed at home in farming and otherwise - - - -	60
— as Land Stewards - - - - - -	26
— as Schoolmasters - - - - - - -	4
— on the Ordnance Survey - - - - -	5
— in America - - - - - - - -	21
Employment not known - - - - - - -	5
At present in the Seminary - - - - - - -	38
TOTAL - -	159

Londonderry, 28 July 1835.

Pitt Skipton,
Honorary Secretary.

4533. For what number have you accommodation?—We have buildings sufficient for 100 to be lodged and boarded.

4534. You have stated that the school is divided into two classes, the class employed in study, and the class employed in labour; do they take those different occupations alternately, or is there one class always occupied in labour, and another always occupied in study?—They take them alternately. I will deliver in a copy of the Report, giving the course of instruction, the dietary, the division of hours, the course of discipline, and the general regulations of the school.

[*The Report of* 1836 *was delivered in*; *vide Appendix*.]

4535. From your knowledge of the school, can you state whether those regulations and rules continue to be rigidly adhered to?—They are, but this report was written

Sir *R. Ferguson*, Bart. M.P.

19 August 1835.

written two years ago, and since that the state of our affairs is much better; we have gone completely round the farm, so as to break up each of the divisions.

4536. Is there a disposition among the lower classes to avail themselves of the advantages offered by this school?—It is very difficult to persuade the farmers to send their sons to it, and the only mode of doing so is by sending the son of a farmer; and when his neighbours see the improvements which upon his return he makes upon his farm, I then have been able to persuade them to send their sons; before that it was very little short of coercion.

4537. It arose then exclusively from ignorance, and from not knowing the value of the Institution?—Certainly.

4538. And is it not to be supposed, that in proportion as you continue to educate pupils, it will be easier to remove such obstructions?—We hope so, as the Institution becomes more known.

4539. The Institution has not yet arrived at the full state of efficiency which you contemplate, as there are only 38 pupils, whereas there is accommodation for 100. Would you be glad to receive the remaining number to complete the 100, from any part of Ireland, on payment by each of 10 *l.* a year?—Of course, because there is a certain advantage in the expense of the masters not bearing proportionably so heavily upon our funds, and we would hope that there would be an advantage also in the work of the pupils.

4540. If the number were complete, the farm would go nearer to supporting the whole Institution?—It would.

4541. It appears that much the greater number of pupils have come from the north of Ireland; do you suppose that this circumstance is owing to the fact of the Institution being more known in the north, or to any indisposition in other parts of Ireland to frequent such institutions?—From its being more known in the north, and from the greater number of the subscribers being resident there. I cannot find that there is any indisposition in other parts of Ireland to frequent the Institution; in fact we have had more applications latterly from the south than from the north.

4542. You stated that the pupils entered at the age of 14; is there any examination required previously to such entrance?—There is no examination, but the subscriber that recommends, certifies that the pupil can read and write, and is of good character.

4543. Reading and writing, then, is the only previous education you require?—It is.

4544. With what branch of intellectual education does the pupil begin on his admission; have you any list of the books used in the school, or any outline of the course of instruction pursued?—I have not, but I believe they are nearly those of the Kildare-street Society.

4545. How is religious instruction provided for?—It is given on Sundays; it is stated in the first and twelfth rules. There is no interference of any kind with their religious opinions.

4546. Have you had opportunities of observing, in subsequent life, the conduct and acquirements of the pupils who have left the school, and have you found that the system of education given there has considerably improved their moral and intellectual habits?—The committee endeavour always to trace the pupils, and we have found that it has very considerably improved them; and the young men themselves have, with very few exceptions, looked up to and been very proud of the testimonials they received at the school. On leaving the school each pupil receives a testimonial relative to his conduct during the period he has been there, given him by the head farmer and head master as to his proficiency in agriculture and in literature; and the committee generally add at the bottom their opinion of his conduct during the time he was in the school.

4547. Is there an examination of the pupil held on leaving the school?—Not upon leaving the school; we have had once or twice annual examinations, but not regularly; but we purpose having them half-yearly.

4548. Do you find that the literary acquisitions made in the school interfere at all with the disposition of the pupils to manual labour?—Not at all.

4549. Does it produce any discontent, or dislike to the occupation of a farmer?—I do not think we find that now; at first the former agricultural master treated them a little too much as pupils, and too little as farmers' sons, and the consequence was that the committee thought themselves obliged to interfere, and to insist that the work of the farm should be done by the pupils themselves, and not

by

by labourers under them. That however was not the fault of the literary education, but, as we conceived, the fault of the management of the farmer; however, after being spoken to, that was corrected, and we find that the work of the farm is done by the boys cheerfully and well, and that, in fact, they take a very great pride in executing the work properly.

4550. You find that the work, as it is now carried on, is as much *bonâ fide* work as that upon any other farm in the country?—Yes.

4551. Is the moral conduct of the young men equally good?—The moral conduct of the young men is extremely good, and I believe I may say that we have not been obliged to expel one.

4552. Do you find them in after life inclined to fill up the intervals of their farming occupations with reading and other intellectual and useful employments?—Yes, we find that some of them have been taken as country schoolmasters, some have gone as surveyors under the Ordnance Survey, and a good many have been employed by the different gentlemen who had recommended them, in the instruction of the farmers upon their estates, and in laying out and subdividing the farms upon them.

4553. Have you observed that where they have settled, they have led gradually to an improved description of farming?—Certainly; I have found that upon my own estate, and in fact, the farming in our neighbourhood is improving with a rapidity that is quite astonishing.

4554. Independently of the improvement in the cultivation of land, has the education which these young men have received, led to better habits amongst the large body of the labouring classes in the country?—Certainly; I will not say the education which these young men have received, because this Institution has been so lately established; but we find the rising class of farmers much better educated than their fathers were, and consequently a very great improvement both in their morals, particularly as to the state in which they return from fairs and markets, and in punctuality and order.

4555. Is not there a great want experienced in Ireland of an educated class of land agents?—Yes; I conceive that is the greatest want in Ireland, and in some cases we have been obliged latterly to attempt to supply that deficiency by bringing over farming bailiffs from districts in Scotland, which appear to us to resemble the districts in Ireland in climate, produce, quality of land, &c. &c.

4556. Were an education given to the Irish peasantry equally good with that which they receive in Scotland, do you suppose that they would not as easily find employment as any Scotch stewards?—I should think that they would be much preferred: I know that I should much prefer them.

4557. So that there is considerable opening for profitable occupation in that particular branch of employment, if there were only individuals qualified to take advantage of it?—Very considerable.

4558. And if so in the north, may it not be concluded still more so in other parts of Ireland?—I know less of other parts of Ireland, but I presume it would be so.

4559. Is there an indisposition on the part of the farmers where those young men are settled, to adopt their recommendations and suggestions of improvements? The farmers in the north of Ireland are very unwilling to adopt any improvement until they see it practically tried by a person of their own class; they are always suspicious that the improvements carried on by gentlemen are executed at an expense with which they could not compete; but they are very ready to adopt any improvement which they perceive to succeed with one of their own class.

4560. So that the course of instruction pursued in the school of which you have speaking, is found to be a more efficient means of diffusing skill and improvement in agriculture than the establishment of agricultural societies, where gentlemen for the greater part are the experimenters?—There is no doubt that the establishment of such seminaries will tend to introduce a better style of agriculture; but we have found the greatest advantage in what were called the branch societies attached to the North West Society. The parent society met annually, where there was a show of cattle, and a general annual meeting of the gentlemen. But the great benefit which we found arise was from the district, mostly baronial meetings, which were called branch societies, in which the gentlemen immediately resident took a great deal of interest, and by their acting occasionally as judges, viewing the turnips, clover, and other crops they passed through, not only their own properties, but those of other gentlemen in the neighbourhood, a great spirit of rivalry was raised

Sir *R. Ferguson*, Bart. M.P.

19 August 1835.

raised both among the farmers and among landlords, in encouraging agricultural improvement.

4561. Are the pupils in this Institution allowed to attend at any of those annual agricultural exhibitions?—We make it a rule that the master shall attend with them at every agricultural exhibition or branch ploughing-match, within any reasonable distance.

4562. Are there annual reports published by the Committee, of the progress of the school?—Not annually. The report I have handed in was published about two years ago, and we shall probably publish another report this year.

4563. Does the instruction which they receive extend not only to agricultural improvement but to domestic economics, the improvement of their houses, the care of their children, the better selection and management of their clothing, and other important objects of the kind?—No, it does not extend to that. We have kept it very much to agriculture; we are now establishing a large garden, so as to instruct them in gardening; I mean gardening as applicable to a farmer's garden.

4564. Is the system of attaching gardens to cottages common in your part of the country?—It is a system that we are anxious to introduce as much as possible.

4565. Is botany or horticulture then taught in reference to these subjects, or any portion of chemistry, in reference to its application to either gardening or agriculture?—At present not. It was our wish, in establishing the school, that there should be lectures on chemistry as applied to agriculture, and Mr. Murphy was at one time employed to lecture there; but latterly we have not had funds for carrying those intentions into execution.

4566. Is there any chemical apparatus of any kind existing in the school?—Not till very recently.

4567. Is there any botanical collection, or any botanical garden of any description?—Not when I left it, but they spoke of establishing one this spring, and have a collection of grasses.

4568. Might not the pupils themselves be employed in making botanical collections, upon the principle and plan in use in the Hofwyl and Carra establishments?—They might, but I do not know that we have yet directed their attention to it.

4569. Is surveying especially attended to?—Yes, both theoretical and practical.

4570. Have the pupils made any considerable progress in either?—Those that remain there any length of time make considerable progress in it.

4571. Do they make a superior class of surveyors to those usually to be found in country districts?—I have found them so; one or two of those have been upon my estate; I have employed them, and I have found them very correct; I should say superior to the general class.

4572. Do the pupils educated in that school receive higher wages when employed as surveyors, or as land stewards, than others?—Those that we know much of as land stewards, have been generally educated by the gentlemen that employ them, and the rate of wages that they have got has been in some cases very high.

4573. Do you employ any of the pupils of the school in transacting the money business of the establishment, in going to market with the produce, &c. &c.?—It is a part of the head farmer's business to visit the neighbouring markets and fairs, if anything is required, or anything is to be sold, and he takes one or two of the head pupils with him, as nearly as can be in rotation, to avoid any feeling of jealousy, and also as a reward for their good behaviour and attention. The system at the school is this: the head farmer directs the operations generally; under him one of the pupils takes what is called the superintendence of the farm for a fortnight. In the beginning of his term he takes up from the former superintendent all the implements, all the cattle, all the horses, everything in fact upon the farm. His book contains a daily entry of everything that is done, the quantity of oats threshed, and how disposed of, the work done by the horses, &c., and everything in short that is done; and the committee or individual members of it very seldom visit without inspecting his book to see that it is kept upon the spot; and in that book is entered every operation on the farm. From that book again there is a set of farm accounts kept, under the inspection and direction of the head master, and it is intended to bring the calculations to as nice a degree as possible as to the produce of the different fields.

4574. Are the pupils taught Drawing in any of its branches?—No, I do not believe there is a master to teach them drawing.

4575. Are

4575. Are they made acquainted with any outline of those parts of political economy, which may be applicable to their own particular condition?—No.

4576. Do you not think such instruction would be an improvement?—I have a strong idea that a little learning is a dangerous thing upon those points.

4577. You stated that the school at Fallowlea did not succeed; what were the causes of its failure?—The school was unknown, and we were obliged to take means for its being known as well as possible; and though the person we had at the head of it was a very superior person, yet from its being unknown, it did not succeed; and in fact at that time, as we conceived, there was a strong prejudice against education in Ireland, almost all the northern Irish schools had then descended to a very low ebb, and we had not funds to continue the school till we could overcome the prejudice.

4578. To what was that decline attributable?—I do not know exactly to what it was attributable, but there was at that time a very strong feeling in favour of education in England on the part of the gentry in Ireland; and it was to the upper classes that we looked for the support of that school, in order to enable us to have funds to dedicate to the lectures and other things.

4579. What was the maximum number of pupils in the school?—I do not think we ever had more than eight or ten.

4580. What was the sum paid for education?—Sixty guineas.

4581. Was not the course of instruction very ample?—It was intended to be so.

4582. And principally applicable to the practical purposes of life, especially to the knowledge most suited for a country gentleman?—It was intended to be so.

4583. Was any objection made to the juxta-position of the establishment to the Agricultural school at Templemoyle?—We felt that, to a certain degree, it might be open to that objection, but that objection was not in fact made.

4584. On what system was the institution intended to be established?—Much on the system of De Fellenberg.

4585. Do you conceive that considerable advantage would arise from the juxta-position of a school for the upper classes, and a school for the middle and lower classes of society?—I should conceive very great advantage would be derived from it, provided parents could be assured, from the character of the school, that there would not be too much communication between the boys of the different ranks.

4586. Do you think that the prejudice has in any way diminished in Ireland against systems which allow the two classes to mix together?—I do not think there is any prejudice as regards allowing the two classes to mix together in the school or at lectures, the only times when we proposed that they should mix; what we feared was, the impression of their being too much together out of school hours.

4587. Were any of the pupils of the Templemoyle school admitted to any of the lectures in the upper school?—Our intention was that the lectures should be at the agricultural school, and that the pupils of the upper school should attend there with one of the masters.

4588. Had the funds been adequate for the Fallowlea school, and had it continued for a certain number of years, would you apprehend that it would ultimately have failed, from any indisposition on the part of the country to take advantage of it?—I do not think it would have failed, if we had had funds to carry it on for some time longer.

4589. Do you think the first establishment of schools of this kind a fair subject for the application of Government funds, calling at the same time upon the inhabitants to guarantee the after-maintenance of the school?—There is certainly very great difficulty often in procuring the funds for the first outset, but there ought to be great caution in Government doing much in that way: the founders would probably, in Ireland, depend too much on the State.

4590. Are you acquainted with any other Agricultural schools in Ireland?—There has been one recently formed at Holymount, in the county of Mayo, and the head farmer who was at Templemoyle has been there employed; but I never have been there, and I know nothing further of it than that.

4591. Would you recommend the formation of distinct Agricultural schools, for instance, on a plan similar to that just mentioned, or the annexation to the ordinary Parochial school of a certain portion of land for the purposes of agricultural instruction?—I should prefer the agricultural schools.

David Boswell Reid, M. D., called in; and Examined.

David B. Reid, M. D.

19 August 1835.

4592. YOU reside in Edinburgh?—I do.

4593. Are you acquainted with the education in Edinburgh?—I have paid some general attention to the subject, but at the same time I should wish it to be understood, that I have been devoting myself principally to the extension of education in physical science, and its influence upon society.

4594. Have you been long occupied on that subject?—During the last seven years.

4595. Has your attention been directed, not merely to its theory, but to the practical enforcement of that object?—To the practical enforcement of it.

4596. In Edinburgh alone, or in other parts of Scotland?—In Edinburgh principally, but occasionally in other parts of Scotland, at the request of different teachers.

4597. Has your attention been confined to the higher class of schools, or been extended to schools of every description?—It has been extended to all descriptions of schools where they have introduced those subjects.

4598. To what schools have you particularly directed your attention?—The principal schools are, the University, where I was engaged at one time under peculiar circumstances, which it would take too long to explain, in conducting an independent class; in the School of Arts at Edinburgh, in the Mechanics' Institution at Leith, and in my own classes, where I have an independent establishment at present; and also in seminaries, where I have given gratis courses for the purpose of trying experiments at different ages, as to the introduction of physical science as an early branch of education. I have a sketch of my class-room here, which will show the extent on which the operations are carried on [*producing the same*]. We have 100 furnaces and 200 gas-burners, and hundreds can operate at the same time.

4599. What branches of science have you particularly attended to?—Principally to chemistry; every thing else has been in subordination to it.

4600. What course have you adopted to diffuse the cultivation of the sciences in the public schools with which you have been acquainted?—Two courses; one a course of lectures, the other a course of practice. The course of practice, to the extent now carried on, is comparatively of very recent introduction, because, though I have devoted myself for seven years to it, it was only within the last 18 months that I have fallen upon such a system as has enabled me to render it accessible to all classes of society, at such a moderate charge as will not prevent those in the humblest ranks from attending to it.

4601. Your attention has been principally given to chemistry, but it has not excluded other branches of science?—No; in some places other branches of science have been conjoined with it.

4602. Will you state to what extent you have introduced the study of Chemistry in the higher class of academies?—Several individuals taught practical chemistry in Edinburgh before me, so that I cannot take the merit of introducing it first to notice; but I am not aware that it was ever cultivated to any extent, or rendered imperative by any public board, till my system was explained; and at the time I commenced there were no classes for practical chemistry in Edinburgh. In the higher class of schools, I have been hitherto engaged solely in the University and in my own establishment; and the object there has been to introduce a course in which the students should go through every important subject connected with chemistry, whether going abroad as engineers, or remaining at home as practical men connected with the manufactories, with medicine, or other branches of science in which it is important to have a practical knowledge of chemistry.

4603. Have you any syllabus of the course of lectures you have given in such institutions?—I have an "Elements of Practical Chemistry," which is the guide to each experiment to be performed, being detailed in all its minutiæ. A second edition of this work has been published.

4604. Is this treatise particularly adapted to the upper classes of schools?—Solely to those who are presumed to devote considerable time to the study of chemistry, as being engaged in it professionally, or from a wish to make considerable progress in it.

4605. Does it contain applications of Chemistry not only to the purposes of medicine but to the useful arts?—It contains the elements of the science reduced to practice; but at the same time, the specific application of chemistry, in all its minutiæ,

David B. Reid, M. D.

19 August 1835.

minutiæ, to any individual art, would occupy so much time, and so large a portion of the work, that it was not attempted to enter upon them in all their details. I have also, in the press at present, a small Text-book for Students of Chemistry, in which the fundamental facts and principles of the science are explained; having found, that with large elementary works the young student has more difficulty in selecting the facts he ought to learn, than in studying them after they are distinctly laid before him.

4606. The course then is of that description that, whilst it gives a general knowledge, it prepares sufficiently for the more specific studies of the professional classes?—Quite so.

4607. Have you published any work applicable especially to any one of these professions?—My engagements have not hitherto permitted me.

4608. What period would a course, such as you describe for the upper class of schools, take, with the experiments you have noticed in your work?—I should consider that a course of six months would be absolutely necessary to go through it in a proper manner. At present we have only three-months' courses, the Boards requiring no more; but the students state that they go through the matter rather too quickly; and if we condense the course by leaving out any of the subjects, they are dissatisfied. At present the public opinion seems fluctuating in the study of the science, between lectures and practice; and there is so much difference of opinion upon it, that it is impossible to reconcile them together, and to establish a middle course: were it possible to unite the public opinion, so that one course should be given partly lectures and partly practice, the lecturer expatiating upon what might be more abstruse, and the students seeing those experiments which were rare and exceedingly expensive, while they were taught to perform all the others, the students would be enabled to save at least three months of their time in an extended course of chemistry conducted in this manner, as well as considerable expense.

4609. Do not you consider it absolutely requisite, for giving not only a general knowledge of the science but for encouraging habits of generalization, that courses of lectures should be given in connexion with practice?—I have long been of opinion that in a course of practice, the lecturer always communicating with his pupil, a more effective course of instruction is carried; but it is neither so cheap nor so popular. I have always a course of lectures, which are given continuously, upon that subject; but what I state is this, that our practical class is too much curtailed. The practical course includes nothing, almost, that is not done at the lectures; and to endeavour to meet the difficulty of getting the public to extend the practical course, which I cannot get done at present, at least, I wish to curtail the lectures, and to conjoin the two in one; it would be of advantage to the students, because, at present, if they attend a three-months practical course, and a six-months course of lectures, which they all do who belong to the class now alluded to, they complain invariably that the practical class is too short. If any one looks over the number of subjects introduced in a three-months practical course, he will see that it is quite impossible, according to the present system, to meet those two difficulties, namely, on the one hand, the danger of missing something of importance, and on the other hand, the students' saying that you are extending the time too much.

4610. Are the students allowed to perform these experiments themselves after the lectures, or are they performed by, or directly under the inspection of the teacher?—In the practical course, the students are operating from the time they come in to the time they go out, and I explain every thing that is going on; I converse with them, and they are invited to put questions. I will explain the way in which it is done: the students arrange themselves on the outside of the operating tables, so that while I can see every thing that is going on, the pupils have also an opportunity of profiting by the information which they gain, while also observing the experiments and processes conducted by those around them. They operate two and two; and whenever all the minutiæ connected with any operation have been adjusted, one continues to watch, while the other examines more particularly what the rest may be doing, for even when the operations performed by the whole are similar, numerous differences often present themselves, so that even from the failure of an operation with some, where so many are operating, the investigation of the cause becomes highly interesting. On returning to his post, the other individual, who was operating with him, is now relieved, and makes a similar circuit. But there are also a great number of experiments carried on which each

David B. Reid, M. D.

19 August 1835.

performs individually, and practical exercises are continually given as they are enabled to enter upon them.

4611. What you have now stated relates to your own establishment; in giving lectures in schools would the case be different?—In giving lectures the students are invited to put questions after the lecture, but it would be too much interruption to the business were they to do it at the moment; and therefore it is managed in a different way.

4612. Are they required to write an account of the experiments?—That is recommended, but so much time is lost often by a vast number of students writing down what is in a book, that they are requested to write particular exercises in preference to noting down in the practical class. At first a great number took notes, but unless they take notes with rapidity, and have been trained to it, they lose so much of the experimenting, that they do not get the same benefit, and in consequence of this I have resorted to some exercises.

4613. Do you require that these exercises should be not only performed in writing, but by experiments?—In both ways; there are certain days set apart, on which there is placed before the students any materials which they may have seen or operated with from a certain time; they are requested to find out, by rules already laid down to them, what those are. When any one gives an opinion upon a subject, he is asked why he has given that opinion. Another states his view of it; then reasons are given why it should be tried according to the one view or the other; so that they are all upon the alert, and all anxious to find out what should be done. This takes place more or less every week, according as we find that the students are prepared.

4614. What time do you give in general for each lecture?—One hour, and the average number of hours is about 150 for the winter lectures, and 60 for the practical course. But I ought to add, that the students are also allowed the privilege of entering the room to perform some particular set of experiments that require more time, at an extra hour; for instance, experiments upon the blow-pipe, tube apparatus, and as to the method of making apparatus for themselves when they are abroad and at a distance from any ordinary source of apparatus.

4615. In what schools at Edinburgh have you given these courses of practical Chemistry?—I have given them in my own class, in the University, in the School of Arts, and in some minor institutions.

4616. You have an establishment exclusively intended for the instruction of your own pupils. Will you favour the Committee with a description of its extent and arrangements?—The room is 80 feet square, and is supported upon chimnies capable of commanding 100 furnaces all at work at the same time. The ground is intersected by flues and drains in every direction, and to assist in operations where heat is required, there are 200 gas-burners, which can be brought into play at the same time. All the most important apparatus, and a select series of specimens, are continually before the students, and there are also upon the wall symbolical representations of all the principal processes of chemistry, so that when a student asks a question it is either explained to him *vivâ voce*, or he is referred to some particular number, where upon the wall he sees in full detail an answer to his question. These diagrams are arranged in such a manner, that by a single glance the student at once acquires much information. To the left he sees the names and quantities of the materials used, then their composition, where that must be expressed. Lines drawn from this point the mode in which the new arrangements take place, while to the extreme right there are the names and quantities of the products formed. The diagrams upon the wall are printed in the Text-book, and also in my Elements of Practical Chemistry, for reference at home.

4617. Are you assisted in this practical course by any other teachers?—No teacher assists me, but I have three men who are always ready to do every thing that is wanted, and there are several mechanics, who keep the gas-work, &c. in repair, and whom I can always call upon when any additional assistance is required.

4618. What is the number of pupils that generally attend your course?—The total number attending my own classes is about 300 annually; the number attending courses at different institutions with which I am connected, varies from 200 to 500. In the practical classes, of which there are sometimes six or eight in the day, the number varies very much; we are limited to 25 in a practical course, but we have courses at which there are only eight. One of the greatest difficulties in carrying on

David B. Reid, M. D.

19 August 1835.

on that course is the expense and the limitation; so that were it not in the hope that it would be put on a better footing, so far as the limitation is concerned, few would be willing to carry it on, being convinced that it is often carried on at a very great loss though there may be abundance of pupils.

4619. Do the pupils supply the materials?—The pupils pay three guineas for three months, and nothing else; they are told that they are to pay for breakage; but this is not always collected.

4620. Do you think, with the arrangements you have adopted, there is much risk of accident occurring in the class-room?—So little, where proper attention is paid, and where proper means are taken to prevent the students engaging in experiments without previous communication with the teacher, that I have not had one accident in my class-room within the seven years since I commenced. At the same time I must mention, that were it not for the utmost vigilance, and keeping the most strict order amongst them, they would begin and experiment indefinitely amongst themselves, and we should all suffer the consequences. To prevent accidents, no experiment is permitted to be performed but those laid down in the syllabus, without previous communication with the teacher; but all who may wish to see any additional illustration are invited to make such a communication, and then every facility is given, where it can be performed.

4621. Do you find any difficulty in enforcing these injunctions?—I find it extremely easy, by preventing them from gathering into parties, and always giving them something to do.

4622. At what age do your pupils generally begin the practical course?—At almost all ages; at present I am scarcely able to answer that question so precisely as might be wished, because the plan of teaching upon this extended system is altogether new, and there are often in the same room officers of the army and navy, young lads fresh from the High School, and gentlemen of 40, 50, 60, and even 70, engaged with one another, experimenting in the very same class; but I should presume that the average age is somewhere between 10 and 25.

4623. Do you divide them into parties?—They are not divided into parties, except where some come forward who have some special object in view; but they are all divided so far that they operate two and two together, this being considered as another means of preventing accident, never to allow any to operate singly at first.

4624. Do the students in the class-rooms at the same time go through the same practical course, or through different parts of the same course?—Our arrangement in the practical course is this, when anything very important is to be studied, whether a simple illustration of a fact, or connected more especially with manipulation, every individual operates; but when the manipulation is easy, and when it is merely to see the effect of some experiments very easily performed, some may do one and some another, all looking on at the same time.

4625. At whose choice is the selection of these experiments?—The selection of the experiments is entirely my own arrangement, but every facility, so far as is consistent with the nature of the course which the student attends, is given, according to his profession, and select courses are also adapted to the particular professions. Some gentlemen, much interested in chemical pursuits, operate in the laboratory eight or 10 hours daily for several months.

4626. You generally lecture every day in the class-room?—Every day.

4627. Is it open to the public?—The lecture is not essentially connected with the practical course; it is quite independent, and it is open to all strangers and visitors; but those that are regularly attending, pay a fee.

4628. Are these lectures illustrated by experiments?—To a great extent. At the same time there is one subject which has been made a peculiar object of attention in connexion with experiments, and which is of considerable importance, and that is the introduction of a Note-book in physical sciences. So far as I have perceived, the difficulty which the student has to encounter, I think is not any want of capability in himself, or any want of willingness to pay much attention to the subject, but to select from more extended treatises those fundamental facts with which he should be acquainted; and were there introduced into every department of physical education, a short sketch of the essential facts of the science, I am convinced it would save them three-fourths of their time. I speak this after conversing with 2,000 students who have attended my courses; they have stated, "I am willing to do this, but I am attending four or five different subjects," (I am alluding more particularly to the medical students,) "and when I come home and

David B. Reid, M. D.

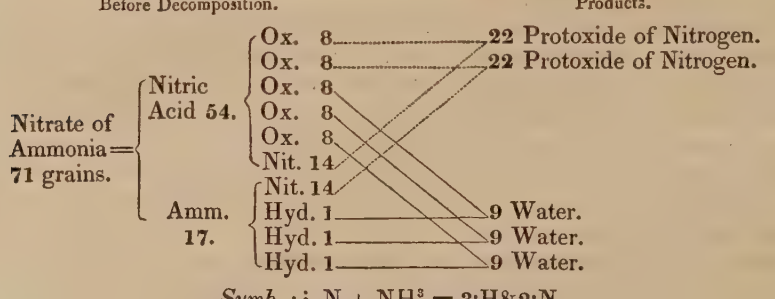
19 August 1835.

take my four or five books of 1,000 pages each, I am overcome with difficulties; point out anything that is essential, and I will learn it;" and with that view I have published the short Note-book already referred to, which contains all the fundamental facts of the science. I have said, when you have made yourselves acquainted with this basis, then extend as you please. In fact, with the students the difficulty is not to learn but to select. In this Note-book I use symbolical illustration to a great extent, and I have found, in all classes of society who have attended my courses, that after all that has been said against symbolical representation, still, when properly introduced and not pressed too quickly upon the minds of the students, it gives them a facility and a power of understanding the science which their exercises have proved promotes much their progress in the study of the science.

4629. Is it not the general course of the mind, when engaged in study, after having collected a certain quantity of facts, to abridge the expression of the result in every practicable manner, and is not that symbolical representation only a more concise mode of expression?—It is, upon the same principle that I mentioned, but also it gives a facility of understanding the subject which no lengthened detail can ever do.

4630. Will you have the goodness to give the Committee a description of the symbolical language which you use for the illustration of your practical course?—I follow very nearly the system of Berzelius in the selection of symbols for elements, but have made one or two alterations and additions, partly to allow of their being printed with greater facility and less chance of error from any accident with the types, and partly to render them more extensively useful. But the system of diagrams I have introduced are used to a great extent; these I found of most advantage in enabling the student to become acquainted with his subject, and then, when he has thoroughly comprehended it, the symbols may be used to assist recapitulation. The subjoined diagram represents in full detail a very complicated case of chemical action, viz. the preparation of nitrous oxide from nitrate of ammonia, and the single line at the bottom expresses the same symbollically; the first gives distinctness, and the latter condenses, as it were, the expression of the facts represented.

2. *Oxide of Nitrogen (Nitrous Oxide) from Nitrate of Ammonia.*



Symb. :: $N + NH^3 = 3{\cdot}H\&2{\cdot}N$.

4631. Have you found great advantage arising from the application of this symbolical language?—Very great; it reduces the knowledge to a specific form, so that they can count and weigh and measure it, as it were.

4632. Do you find it much superior to the nomenclature actually in use for the purpose of communicating and retaining information?—A great number of chemists are now introducing it to a great extent, and I think I may say it is very superior to the system of symbols used some time ago; at the same time it is necessary to mention, that intimately as the subjects of nomenclature and symbols are connected, they are usually considered independent of each other, at present, by professional chemists.

4633. Is the course that you give in your classes recognized by the professors of the University?—Not by the professors of the University, but it is recognized by the College of Surgeons in Edinburgh, by the Army and Navy Boards, and by a number of other public boards for education.

4634. Do you connect with it any course of mineralogy?—I do not always specially connect any course of mineralogy with it, but all the students engaged in analytical mineralogy have before them a series of specimens of minerals, which they continually consult.

4635. Do

David B. Reid, M. D.

19 August 1835.

4635. Do you extend its applications to Geology?—To a very considerable extent. Those engaged in mineralogy and geology make excursions with me into the neighbourhood, and sometimes we analyse minerals upon the spot, but more frequently we bring home specimens, which then become the subjects of chemical examination.

4636. Have you a museum attached to the class-room?—I have one in progress; it includes a very considerable number of the most essential specimens; but still as the whole of this establishment has been erected at my own expense, I have not been able to put it upon such a footing as to embrace large and high-priced specimens, though so far as utility is looked to, it fully answers the purpose intended.

4637. Have you introduced any portion of this course of practical Chemistry into any elementary schools at Edinburgh?—I have applied the system generally, but modified considerably, to the School of Arts, and also to some other institutions in Edinburgh; in fact there has been a Normal school established in my lecture-room; a number of teachers have come lately to be instructed in the method of teaching chemistry, for the purpose of introducing it as an elementary branch of education. From one district of Scotland alone there was a letter addressed to me from a great number of different teachers, who had united together for this purpose; and in Ireland I was requested to return and explain to a society of teachers more particularly the views that I had stated to the statistical section of the British Association there, as they stated that they were anxious to introduce the plan into their schools.

4638. Did you find any difficulty in introducing it into the School of Arts?—None whatever; on the contrary the committee publicly expressed an opinion of the advantages which they considered would result from its introduction; at first, many considered it impracticable, but by giving a gratis course to 100 people, in which there were altogether 12,000 experiments performed, and throwing open my rooms to the public to see it in operation, the objections urged against it were seen to be without foundation.

4639. In applying it to Elementary schools, do you find it difficult to adapt such a course to the state of elementary education?—I have found no difficulty in adapting a course; but hitherto, with one or two exceptions, I have been more engaged in putting the teachers themselves upon the system, than in actually introducing it into a variety of schools.

4640. Has it been introduced into many schools in Scotland?—In many schools the teachers have informed me that it is their intention to do so, and within the last two months some teachers who have studied in my laboratory have already announced chemistry as a branch of education to be introduced in their academies at the commencement of the ensuing winter.

4641. The great difficulty, in courses of this kind, is the want of proper apparatus; how have you obviated that difficulty in the minor schools?—In this way: I propose that all experiments be arranged into two classes; first, those that are more difficult of illustration, then those that are more easy: with respect to those that are more easy, those may be arranged entirely according to the convenience and circumstances of the institution in which they are to be shown; and the use of a little piece of apparatus which I introduced, after a good deal of examination, will be quite sufficient for opening and awakening the minds of the students to all the essential elements of the science, and also for enabling the teacher to introduce a certain amount of practice, so far as may be necessary to enable them to experiment for themselves. This material has been in use for a considerable time, at least for a year in Edinburgh. It is merely the flat pieces of glass that glaziers throw away; with these, and with one or two test-tubes, a pneumatic trough, a few jars, and a retort and receiver, I have been able to give a course of chemistry; for with those flat pieces of glass we can dissolve, we can boil, we can filter, we can crystalize, and we can imitate, by means of a blow-pipe lamp, with them all furnace operations; so that so far as showing phenomena is necessary, a penny expended upon the glass clips will enable the students to lay in a stock of apparatus sufficient to go through thousands of test experiments.

4642. Is the apparatus which you have reduced to so small a compass, one which is to be had in Edinburgh by the schools generally, or is it confined to the use of the pupils whom you yourself have educated?—The apparatus alluded to may be obtained at Mr. M'Farlane's, at the North Bridge, Edinburgh, and was intended to assist in the introduction of chemistry in all academies, whether

David B. Reid, M. D.

19 August 1835.

whether the teacher had attended any of my classes or not. It is now many years since I recommended strongly a number of different individuals to prepare a portable laboratory, upon the plan I recommended, but none would undertake it till within the last year or two, when the system I proposed to be introduced in all schools and academies had become better known to the public. I may also mention, that there is at present publishing a short description of the apparatus, which is essential for conducting a complete course of experiments, or at least complete to a certain extent, in parochial schools and other seminaries for elementary education, and in that I recommend the apparatus. The description of the apparatus, however, is so arranged that it will guide any one, wherever he may procure what he requires, in selecting both it and the materials that may be most generally useful.

4643. What is the expense of such an apparatus?—The expense of the apparatus, including materials, would amount from about 2 *l.* 10 *s.* to 5 *l.*, according to what additions may be taken with it, but at the same time I should recommend the little tract I have alluded to, to be consulted, to enable any one more easily to adapt his expenditure according to the facilities he may have.

4644. Will you have the goodness to favour the Committee with a copy of that tract?—I will do so with the greatest pleasure, whenever it is published; it would have been published by this time, had I not been called away from Edinburgh.

4645. Is it possible with your apparatus, and with only such instruction as the pupil could attain by his own exertions, to make any considerable progress in the elements of Chemistry?—I should consider that with that tract, and with the illustrations, any active boy may be put upon a method of experimenting himself, the system of manipulation is so extremely easy, and be enabled to illustrate experimentally a great number of the more important experiments described in text-books.

4646. May teachers who have not obtained a knowledge of Chemistry thus be enabled, after a little time and exertion, to instruct a class in the elementary schools, with the assistance of the apparatus and the tract?—I should certainly consider that they would be quite capable of doing so, but at the same time I should recommend in the strongest manner, that whenever it was possible, they should endeavour to get from two to five practical lessons; one for instance upon pneumatic apparatus, another upon furnaces, another upon the blow-pipe and tube apparatus, which would be sufficient to give them such an amount of knowledge, as would be of vast use to them, and facilitate greatly their future labours; at the same time, though the tract would guide them principally in the selection of apparatus and experiments, they would require some other works to guide them in the more detailed explanations.

4647. Is there any danger to be apprehended from using this apparatus?—I should consider not, the quantities operated upon are so exceedingly small; no more is used than is absolutely necessary to develope the phenomena, and to enable the experiments to be performed with facility; and even on this scale, the performing of the experiments has been found to be infinitely pleasing to a mind that has never seen anything of the kind before, while it is perfectly effective in the illustration of the principles of the science.

4648. Does it comprehend the experiments upon gases?—A considerable number of them may be introduced by using tube apparatus.

4649. Is there not considerable danger from such experiments?—The quantities of gas prepared being so small, except where they are not of a dangerous nature, I should apprehend there is no danger, where they pay proper attention to the fundamental rules to guard against accidents, which I have put at the commencement of the Elements of Practical Chemistry, to which I have alluded; but no one should be considered competent to give instructions on this subject, who is not willing to take the trouble of informing himself as to the precautions attending dangerous experiments.

4650. Is the apparatus sufficiently extensive to admit of its being applied to the testing of minerals?—It might be used for a great number of purposes, but an apparatus could not be procured at so low a price, that would be sufficient for all investigations upon minerals. The tests it includes are however sufficient for examining generally a number of minerals.

4651. Have you any apparatus complete for these double purposes?—The mode in which I have recommended them to proceed is, generally to adapt the apparatus according to the views and wishes of those who obtain them; for now there

there are such a great number of chemical apparatus makers, who are in the habit of fitting up chemical apparatus to any extent, and there is such a variety of opinion with respect to the apparatus required for particular purposes, that if any one orders what he wants, he can get it fitted up in any way he may wish.

4652. Do you think that mineralogy is as fair a subject of study for elementary schools as chemistry?—I have no hesitation in stating that I consider mineralogy, geology and natural philosophy, and a number of other branches, to have as fair a claim as chemistry; but chemistry being a science which is perhaps more accessible than any other, from the plan I have described, and more striking in its effects upon the mind, my opinion was that if chemistry were once introduced, the others would naturally follow.

4653. And you do not see any difficulty in obtaining the requisite apparatus for a school at a moderate price for all these purposes?—Certainly not; for instance, there is perhaps no part of mineralogy so interesting to begin with as the history of different geological specimens of our own country, and of the simple minerals which they include; and were cabinets of those geological specimens to be made upon an extensive scale, and some facilities given by some of the proprietors of different estates who have quarries in their possession, I have no doubt that, with a little arrangement, a set of geological specimens for the whole country might be arranged for about 5*s*.

4654. Are you acquainted with the Lyceum system adopted in America, every town is recommended to form a museum, especially limited to that town, for the collection of mineralogical and geological specimens?—I cannot say that I am acquainted with it in all its details, but so far as I am acquainted with it, so much do I wish to see it extended, that of late I have interested a number of individuals to join in a society, which has been termed the Philosophical Society of Edinburgh, whose great object is to promote a knowledge of the arts and sciences among all classes of society, and the establishment of a museum of art and science, where specimens of every kind of manufactures and art are to be put, has not been overlooked.

4655. Will it not be attended with very considerable expense, opening so large a range in the smaller towns, would it not be impracticable?—I am not aware that it would be impracticable, because if we consider what an immense way a few pounds will go if they are expended upon the most essential specimens, if we pass over those that are most costly, and take only what are most necessary as a foundation, and most economical, we can easily introduce, even in the small towns, a greater number of specimens than most people will be willing to make themselves acquainted with.

4656. Would it not be more advantageous to the general cause of science that each town, to a certain degree, should collect the specimens in its own district, by which in time the science would be sure to have in each a most complete series of specimens; and thus, from this division of labour the interests of science would be generally advanced?—For the purposes of general education, I should think that if a set of specimens were introduced, illustrating all the more important characters of minerals, and their distribution, the inhabitants of each district would, of their own accord, add all the most splendid specimens of their own country; but there is a system of co-operation which has been proposed, in connexion with this society which I am engaged in, that would do away with many difficulties, if it could be established, viz. the union of all local districts by a general committee. There would be no want of enterprizing individuals who would be willing to devote the necessary time to arranging and settling the sets of specimens to be given away from each district, others in return being sent to them.

4657. Would you approve of a central scientific institution in the metropolis, supposing of Scotland, with branches on the principle of the American plan, in the other principal towns of the kingdom, for the purpose of collecting specimens and scientific information in each, and communicating them to the central or head institution?—I know nothing that will be productive of so much benefit, and there is nothing that has so much engaged the attention of a number of individuals in Edinburgh during the last year as the formation of an institution of that kind.

4658. Forming a regular system, with a head and branches in connexion with the principal?—Yes; and we have also extended our views in connexion with this

David B. Reid, M.D.

19 August 1835.

subject. There are a great number of scientific societies throughout Great Britain, and they are extending every day. We wish also, if possible, that all scientific institutions which have held a certain rank and responsibility, or whose labours or system duly entitle them, from their utility, to be joined with the others, could be made to circulate short reports throughout the whole kingdom, so that at the end of the year if any individual member who receives these short abstracts, as short as they please, but communicating the essence of the subject, were to turn to the volume of printed reports, he would know every matter of science that had been discussed in Great Britain that year, and he would see, along with those short abstracts, the specific work and the volume to which he might refer, were he anxious to get any farther information upon the subject. Mr. Sopwith, of Newcastle, has more especially advocated this plan, and recommended that these abstracts should be printed of a uniform size, a general index being appended to each volume.

4659. Do you not think that a large portion of the results of individual labour and knowledge is lost from want of connexion between the several literary and scientific societies of the country?—I have no hesitation in saying, that it is my firm opinion that nine-tenths of their labour is lost, at least in many great establishments, where they could be turned to practical account. Farther, the price of any communication, in looking to its general distribution, is far greater than what it would be were a central journal established.

4660. Do you not think that there is a great diminution of the stimulus which would naturally exert its influence upon men of science, occasioned by the belief at present among many persons, that a considerable difficulty attends the placing the results of their dicoveries before the public?—I believe that that is felt universally; they have at the present moment no access to any journal which necessarily insures a wide circulation throughout the whole of Great Britain; and, in fact, I do not know a greater thing for science that could be done than if they were all put upon some common footing, or, at all events, if that were done which has been now pointed out. I know, from my communications with a great number, that they would be delighted were the plan put in execution.

4661. In the American system of co-operation of Literary and Scientific institutions, the State Lyceum, or the Central Scientific Institution, sends maps and queries each year for the investigation of the County and Town Lyceums, and these are returned at the end of the year with whatever information may have been received; would you recommend an arrangement of a similar nature for the purpose of producing effectual co-operation amongst the scientific bodies of this country?—I feel assured that there would be a great number that would enter into the plan.

4662. In America they also exchange specimens of the minerals of the several districts with the State Institution, which sends other specimens, purchased from foreign countries, in return; might not a similar arrangement be easily effected, at a small expense, in this country?—I feel assured, from the communications from ditsant countries, that strangers and men of science abroad would provide those.

4663. Would you think it an advisable arrangement that all the Literary and Scientific institutions in the kingdom, the Mechanics' institutes, and other bodies of a similar nature, as well as the Academies, and even elementary schools, should send annually reports of their proceedings during the year, with queries, if necessary, respecting any difficulties which they had met with, to some central body; suppose, for instance, to the Board of National Education in Ireland, and that the Board should have those reports collected and condensed, and should send a copy to each of those institutions which had so communicated their reports?—It would be productive of the greatest advantage. There is a report of an institution in which I take great interest, though I do not put it in competition with other matters of importance; but there are a number in Edinburgh who, with myself, have often met upon the subject of education, or at least when we do meet, that is the principal subject of conversation, and it occurred to several of us to set on foot a new institution for the education of ladies, and I will beg leave to lay before the Committee the report for this year of the Scottish Institution for the Education of Young Ladies, in which you will observe a very full account of all the novelties introduced there, and of the manner in which it was carried on; it is, indeed, drawn up exactly with the same views that I have recommended.

[*The Witness delivered in the same.*]

4664. Have

407

David B. Reid, M.D.

19 August 1835.

4664. Have you found that one of the great difficulties in establishing Museums for science has arisen from the difficulty of getting a proper building?—That has been the great difficulty.

4665. And if such building were provided, that then specimens would accumulate almost of themselves?—They would flow in, so that the difficulty would be to accommodate them.

4666. If education be a subject of interest to the Government, as it is now generally recognized to be, do you conceive that this branch of education ought to be as much a matter of attention and encouragement as any other?—Yes; and I will state its importance, not only with regard to the influence it has as a branch of information, but in a moral point of view, as being infinitely more powerful than anything connected with abstract teaching, furnishing the mind with data, with subjects of inquiry and interest. And if we compare two students, one who has never been taught anything but morals and literature and religion, and another who has been taught, in conjunction with those, a knowledge of the phenomena around him in nature and art, the superiority of the latter will be too evident to require to be pointed out. If you send a dozen of the one kind of students into the country, in a short time you would find them playing all sorts of tricks upon each other, but if you send a dozen of the others who have been taught to examine the materials around them, you will find that they will be engaged in looking at specimens, and pointing things out to one another, and in active conversation upon the various objects by which they are surrounded.

4667. Do you find that spirit of curiosity as visibly exhibited in the youngest child as in the grown man?—I should be inclined to think it is still more active, in as far as I have been able to see. The great difficulty in education is to arrest the mind of the student when the subject is not altogether congenial to his habits; but if we begin by making the pupil acquainted with those very subjects when the liveliness of his perceptions tend to make him interested in external objects, then we follow nature in actually directing the attention of the mind to those subjects in which the young student is most interested. And I may, from actual experiment, state, that as far as I have had any experience, physical science may be taught at a much earlier period than either languages or grammar; in fact, it is recreation to the young mind, and if it has once got a basis of facts to reason upon, by the study of external nature in the different branches of science, then the study of language and grammar is taken up as a matter of course, because the necessity of it is felt, and he is so far advanced as to be practically aware of its importance.

4668. It has generally been a subject of complaint, in referring to our present system, that the memory alone is exercised in childhood, while the reasoning faculty is allowed to lie dormant. Do not you conceive that no means more agreeable, and at the same time more efficient, could be devised for calling into action the faculty of reasoning than the study of the physical sciences?—None. The powers of perception and observation, and the habit of decision, are all brought into play where they are studying anything connected with physical science in a practical manner. It is not merely for the sake of the physical science itself, but as a discipline of the mind that I would prefer physical science for some purposes to any other branch of education. For instance, in experimenting, the eye must be on the alert, the faculties must be exercised to attend to the specific action under investigation, and the whole system is excited, because if attention be not paid to the subject, there may be an accident; and there is also the pleasure which every mind feels in following out any sequence or train of events in physical science, by which an expected result is brought into full operation.

4669. Have you found from your experience that, in general, one of the defects of modern education is the very little exercise given to habits of observation at an early period of life, and which thence supervenes the weakness of the power of attention?—I consider it the root of all the difficulties as connected with the present system of education, and I should consider that in a great measure the system of teaching carried on in many places at present, is one which, instead of exercising the power of observation and reflection, exercises the memory more than any other faculty. It is considered that a person who communicates knowledge is a teacher, but a book may do that; and the essence of teaching must be undoubtedly to bring the teacher into contact with each individual pupil, so that he may study his defects or peculiarities and treat him accordingly. And that led me to state there are several things connected with the system of teaching, which made me anxious to combine

David B. Reid, M.D.

19 August 1835.

those two things, practice and lectures, because by the union of the two I considered that the mind might be brought into the most active play; whereas in other systems of education, where till within these few years an individual might be for years at some institutions without being ever called upon to exercise one of his faculties till he went up for the examination at which he was to pass or be rejected, I have seen at times individuals who from the time that they entered upon a course of education till the time they went up to be rejected, had never had any communication, so far as I am aware, with any responsible adviser.

4670. Has it ever occurred to you that this want of attention has not only led the mind into a variety of intellectual, but also into a great number of moral defects; that it has produced a want of punctuality, a want of order, a want of truth, and various other results most injurious to the moral character?—I have repeatedly found that to be the necessary consequence.

4671. You say that you have extended your course to the female sex; have you found them equally anxious with your male pupils, for the cultivation of science?—I have; and they only want opportunities in order to exercise their faculties; you see them as attentive and as interested in the general phenomena of science as I have seen the students in the ordinary classes.

4672. You do not find their reasoning faculties in any degree inferior to those of men?—We have not found any inferiority of that kind.

4673. Are you engaged in extending this apparatus for the cultivation of the physical sciences to Natural Philosophy?—I am engaged at present in doing all I can to extend it in every branch of physical science; but at the same time it is necessary for me to mention, that as those who are engaged in manufacturing apparatus have taken up the subject, I consider that now everything is on such a footing that in the course of a year or two, from the immense repositories here and elsewhere, we shall have everything upon the most accessible footing for all the departments of physical science. No class of men have contributed more to facilitate the introduction of science among all classes of society than philosophical instrument makers.

4674. Would it not be well worth the attention of the Board of National Education, in furnishing school requisites, to see that proper means for the cultivation of the sciences were introduced, and consequently that schools were provided with proper apparatus for such purposes?—I know of nothing that would give so much satisfaction to teachers, (and I speak from conversation with a great number) as to know where they could refer to, and where they could obtain such information; I mean in the purchase of apparatus when they have a certain sum to expend upon it. If there was any board who would facilitate their obtaining it upon the most economical terms, it would assist them greatly.

4675. If it be considered a judicious expenditure of public money furnishing cheap books for the use of schools, do you conceive there should be any distinction made between such application of funds and the furnishing cheap apparatus?—I do not see why there should be any distinction; both are means to the same end.

4676. Do you think that apparatus for the study of, Pneumatics, Hydrostatics, and Mechanics, could be obtained with the same facility as for the study of Chemistry?—I have no hesitation in stating that I consider that if they were content with seeing the effect within a certain range, illustrations might be made, sufficient to give a general interest to the science; but if once we trench upon complicated machinery, the expense would be excessively great; but I should think that for 5 *l.* enough might be obtained to excite the mind to attend to natural phenomena, and the more elementary principles of machinery connected with this branch of science.

4677. Do youconceive that it would be a most advisable object for the exertions of a town, providing Scientific and Literary institutions with apparatus of this kind?—Within a certain range I should consider it so. That subject came under consideration in the new society to which I have alluded, and we found, on comparing our notes and seeing who were members, that we had means within ourselves, by mutual co-operation, of obtaining access to all varieties of apparatus. Wherever a body of members are united together, willing to assist one another, it would be easy to obtain access to apparatus connected with any particular subject. We ultimately agreed to assist each other with the apparatus we had, and to raise a fund to defray necessary expenses. But in towns where there are few individuals with apparatus at command, a more extensive arrangement for this purpose would be desirable.

4678. Have

4678 Have you given lectures more than once at your house upon these subjects?—I have given a vast number of lectures upon the extension of physical science in education. *David B. Reid, M.D.* 19 August 1835.

4679. Have you found an anxiety on the part of the middle classes to cultivate these studies?—Great anxiety.

4680. Does not a great difficulty arise from the audience not being acquainted with the elements of these sciences?—To a certain extent; but I apprehend that the difficulty is not so great as it has sometimes been represented; for all the more prominent truths of science can be expressed in plain language. If we leave out technical language, there is, perhaps, no science that we may not at once commence with, though it will necessarily be impossible to give all that specific information which we would wish to communicate to a professional pupil.

Jovis, 20° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

David Boswell Reid, M.D., called in; and further Examined.

4681. DOES the study of the physical sciences now form an integral part of elementary education in many of the schools of Edinburgh?—Scarcely in any of them. Occasionally remarks and notices are made of it in many of the schools, but it is by no means generally introduced. *David B. Reid, M.D.* 20 August 1835.

4682. Does that arise from the want of works adapted to that branch of education, or from an incompetency on the part of the teachers?—I am not aware of the qualifications of the teachers generally in this respect; some, I know, have devoted much attention to scientific subjects, while there are others who do not appear to take much interest in them. I should attribute much to the circumstance that the public mind is not altogether prepared for it: of this, however, I am certain, that there are a very great number of parents who would wish to send their children to such institutions, but they do not like to keep them away from the established academies.

4683. In the established academies, are the learned languages preferred to the cultivation of science?—They are.

4684. Is that feeling still strong?—I certainly am of opinion that it is declining every day, to a certain extent.

4685. Does that arise from a greater appreciation of the sciences, or from a sense that the learned languages are not so applicable to the wants of the great majority of the middle classes of society?—From both causes.

4686. In the academies of which you speak, do the Latin and Greek languages form much the larger part of education?—Much the greater part of education, but they are not deficient in attention to several other branches of education: mathematics, French, reading and writing, and history, geography, and a certain attention to what is called general knowledge, which, without professing to engage them in any particular studies, at the same time opens their minds to a number of subjects connected with history, natural history, morals, and the like; but so far as I am aware, no very great portion of time is devoted to that, compared with what is devoted to Greek and Latin. Exercises are also given on many different subjects connected with the course of study.

4687. Is the cultivation of Greek and Latin in these schools applied to the purpose of preparing the pupils for the learned professions, or is it considered an essential portion of general education, applicable to all?—It is certainly understood as a branch of general education for all the pupils, though many may study it more particularly in reference to the learned professions.

4688. In the academies of which you speak, are the pupils allowed to choose their classes, or are they required to go through the entire course?—A certain system is recommended; but a student may enter at any period, and, so far as I am aware, join any class which his guardians may prefer.

4689. He may select one class and omit others?—He may.

4690. You are speaking now of the High School?—Both of the High School and the Academy.

4691. Is then the result, that the education of these schools is very various, and that some pupils attend to the scientific portion of education, whilst others entirely

David B. Reid, M.D.

20 August 1835.

entirely devote themselves to the literary portion of education?—I am not aware how far it can be strictly said that there is a course of scientific education in either of them; such, for instance, as that connected with physical science.

4692. Which do you consider the best public academical institution in Edinburgh?—I should be at a loss to answer precisely: I consider that in several points there are very great advantages in the Academy; but in the High School also they have been doing as much as they can, consistently with the regulations that are laid down, to promote the system of education: at the same time I have no hesitation in stating, that I do not think the system that is pursued in either is altogether on that extended footing that I should wish to see adopted for promoting general education in physical science in connexion with literature.

4693. You think that the education of the High School and of the Academy may be considerably raised beyond their present standing?—Very much, I think; they are behind some private institutions which we have in Edinburgh.

4694. To what circumstance do you attribute their not having made a greater progress in adopting those improved methods of education; is it in consequence of any defect in the government of the schools?—I should attribute it principally to the different views entertained with respect to education on the part of a number of the directors and parents, and partly also by some of the teachers themselves.

4695. Supposing it should be the opinion of the teachers generally, that it would be desirable to pay a greater attention to physical science, would there be any impediments to the realising such project arising from the nature of the government of the school?—I should think that if the teachers, as a body, were to join in it, they would carry great weight and influence along with them, and remove one great obstacle at least to the introduction of physical science.

4696. What is the constitution of the High School at Edinburgh?—It is entirely under the control of the town council in its appointments, its regulations, and also in respect to the various branches of education which are laid down, and the discipline which is adopted.

4697. If public opinion should run strongly in favour of the description of education alluded to, would it not probably influence the town council in taking measures for advancing it?—I have no doubt that it would, to a very great degree; but there is considerable difficulty connected with what may be termed, to a certain extent, vested interests.

4698. Does the Town Council appoint the teachers?—They are appointed entirely by the town council.

4699. Does the Town Council allot the salary, or does it depend upon the fees of the pupils?—It depends principally upon the fees of the pupils; and from the state of the town funds at present, I am not aware that they have any salary.

4700. Do you conceive a municipal body, generally speaking, (without referring particularly to that of Edinburgh,) to be a proper body to decide upon the course and method of instruction in a public school, whatever they may be with reference to the application of the funds?—It would depend so much upon the constitution of the municipal body, which varies so much at different times; but I know that among the town council there are men who have distinguished themselves by their great attention to every subject that is brought before them connected with education, but who are placed in peculiar difficulties in respect to education, partly dependent upon the state of the funds of the city, and partly dependent upon vested rights; so that even any point in which they take much interest they feel it very difficult to put upon that footing which they consider desirable.

4701. Is there a Committee of Management appointed by the Town Council to superintend the business of the school?—There is. This committee attends principally to subjects connected with either the University or the High School.

4702. Is it found, practically, that there is much canvassing for appointments to vacant professorships, and much individual interest brought to bear in the election, or has the selection been generally made with reference to the abilities of the candidates?—I should be inclined to state, so far as I am conversant with the subject, that there has been very open competition, and that the present town council have done their utmost, so far as I am acquainted with it, to make it a fair and open election.

4703. Supposing there had been a fixed salary, say of 200*l.* a year, do you think there would have been more disposition to job the appointments than there is at present, there being no salary?—I should consider it probable.

4704. Would you consider the danger so great as to make it questionable whether

whether so large a salary as even 200*l.* a year should be given to a professor subject to the nomination of the town council?—I think it is a question that I can merely answer in a very general manner, viz. that it would perhaps be doubtful in the long-run, unless it was under very peculiar control.

4705. Can you state how the High School was formed?—I cannot speak precisely with respect to it; but this I know, that the public funds are expended upon it, and have been expended upon it for a very long time.

4706. Has it any peculiar funds of its own?—I am not aware that it has.

4707. Then the funds you speak of are out of the general funds raised for the general purposes of the corporation?—So far as I am aware of.

4708. Would the Town Council have the power of erecting a new mastership in any particular branch of science?—I should certainly consider that they have full liberty to do so; they have instituted French since I was there, and mathematics, as branches of education, and they have adopted a variety of new regulations. I should presume one might infer that they have a complete control of the establishment.

4709. Do the students pay by classes, or a particular sum for the whole course?—They pay in general a particular sum every three months.

4710. Can you state the number?—They were about 800 when I was there. Since the Academy has been instituted, and since physical science has been so much an object of attention, they have decreased very much; I believe they have now about 200. I should wish to state, as a reason why I am unable to answer so fully as I might wish some of the questions that have been put, that when I came here I was not at all aware that I should be examined upon the subject of education, having received a summons to attend the Committee on ventilation and acoustics, in reference to the new House of Commons.

4711. Have they got in the High School distinct classes for the study of the physical sciences?—There is no class for any branch of physical science in the High School, that I am aware of.

4712. Are there classes for the abstract sciences?—There are classes for Greek and Latin, mathematics, French, writing and arithmetic.

4713. How far does the course advance in Mathematics?—I am not aware to what extent the mathematical classes have been carried in the High School; they have been only introduced within a few years past, and I have not had any opportunity of inquiring particularly.

4714. Are you aware of the system of instruction pursued in the High School?—I attended the High School myself not many years ago, and I am not aware that there has been any very decided alteration in the system, though I am at the same time aware that there have been many improvements introduced from time to time.

4715. Is the instruction given by lectures, or by the usual mode of questions and answers?—Principally by questions and answers; but there used to be addresses upon particular subjects, which might be considered as occasional lectures, though they were not introduced in that formal manner.

4716. Is Drawing taught in the school as a distinct branch of education?—I am not aware that drawing has been introduced formally as a branch of education, but many do draw maps in the geography class.

4717. Do they practise what is called constructive geography, the forming of maps upon the system of Pestalozzi, taking the latitudes and longitudes, and forming their maps from those data?—I am not aware to what extent it is carried on; but since Professor Pillans paid considerable attention to that subject, they have been so well versed in many cases in the method of making maps and laying down outlines of countries generally, that it has been an exercise sometimes upon the examination day for some pupil to be asked to lay down an outline of any particular country, and he does it before the audience, upon a black board, without any note or communication with any individual whatever.

4718. Does History form a considerable portion of the course of instruction?—I should scarcely be inclined to believe that that formed a very considerable portion.

4719. Or Statistics, as connected with either history or political economy?—I am not aware that any great attention has been paid to that.

4720. In short, the education is much more what may be called an elegant or classical education, than a practical education?—Yes, more of a classical education than an education adapted to the wants of life.

David B. Reid, M.D.

20 August 1835.

4721. Is the mode of teaching Latin and Greek good?—There is great difference of opinion upon that, particularly as to the system of tutors, and also the mode in which the lessons are learned at home, and repeated in the class-room. It is considered that perhaps upon the whole there is less direct intercourse and communication between each individual pupil and the teachers than is desirable.

4722. Is the study of the habits and manners and character of the nations of antiquity in any degree connected with the study of the Greek and Latin languages?—That used to be paid very particular attention to when I was there, and I have understood that that department has rather been upon the increase than upon the decline.

4723 Is the study of the ancient languages illustrated by models, and by reference to practical objects of art and antiquities?—Not to a great extent, so far as I am aware.

4724. Can you specify any instance?—I have known it done; models of bridges such as Cæsar is represented to have made, and the like, which I have seen introduced, and the subject has been generally attended to.

4725. In what schools?—I am alluding at present to the High School.

4726. Have they a model library?—They have a library, and they have several models of different subjects connected with what is now alluded to; but to what extent the model-room is now grown I am not aware.

4727. Is the library open to the pupils, or confined to the teachers?—It is open to the pupils.

4728. Is it a lending library?—It is; they are allowed to take home what books they please, upon such terms as may be necessary to secure their safety.

4729. There is no objection made on the part of the teachers to allow the pupils to take books in proportion as they may require them?—Not that I am aware of; there may be some books which they would be unwilling to allow them to take out, but every facility is given to the pupils to take out books, consistent with a proper attention in the case of large and valuable works, which may be consulted there.

4730. Then the persons who direct this school do not concur in the practice of the Universities of Dublin and Oxford, in not allowing the pupils to have access to the libraries of those institutions?—No; but they strongly recommend a particular course of reading, in connexion with the subjects the pupils are engaged in at the moment.

4731. Do the students reside in the High School?—None of them.

4732. Do the professors?—None.

4733. Are there any religious distinctions observed in the admission of students to the High School?—None whatever.

4734. Or any interference with their religious opinions?—Not in the slightest degree.

4735. How is the religious instruction provided for?—It is not specifically provided for in the institution at all.

4736. They are allowed to frequent whatever church their parents may consider proper?—Yes.

4737. Is that found to work well for the interests of religion and literature?—So it is understood; but the other circumstances I have already mentioned have of course created a great difference in the progress of the institution; the old High School may virtually be said to have been subdivided into the new High School and the Academy.

4738. Do the teachers belong to the church of Scotland, or are they selected without any regard to their religious profession?—I have understood that they are generally, if not always, belonging to the church of Scotland; but I cannot answer that question precisely.

4739. Are you aware of any precise rule that would restrict them to that church?—I am aware of no rule of that description.

4740. Then it has been entirely at the option of the town council?—I should presume so; but I must beg again to state that my information upon this subject is very restricted. I have been so much engaged that I feel myself unable to give specific information upon those subjects, which I could so easily have obtained, had I been aware I was to have been examined here.

4741. You have spoken of another institution in Edinburgh, called the New Academy; can you state what led to the establishment of this institution?—The building of a new High School had been agreed upon in Edinburgh, but there was a difference

David B. Reid, M.D.

20 August 1835.

a difference of opinion as to the site. At this time many of the inhabitants instituted the New Academy as a private school, under their own control, while the present High School was removed from the former establishment in the Old Town, and carried on upon the same footing as formerly.

4742. Is the Academy conducted upon the same principles as the High School?—Much upon the same general principles; but there are considerable differences in the working of the plan, and also in the management being entirely under the control of a body of directors.

4743. Is the character of the education the same?—The great object of the education is the same, namely, what is understood by classical education; more attention being paid than formerly to English composition, French, and some other branches of education.

4744. What is the constitution of the Academy, how are the Directors chosen?—That I could not say at the moment; I believe they are chosen at an annual meeting of the subscribers.

4745. Do they form a Committee of Management for the school?—They do.

4746. Are they proprietors of the school?—They are.

4747. Do they appoint the masters?—They do.

4748. Do they prescribe the course of instruction to be pursued?—So I understand.

4749. Are the masters paid by salary or by fees?—I am uncertain.

4750. How long has the Academy been established?—For several years, but the exact number I do not recollect.

4751. What would you suppose to be the average number of pupils?—Several hundred pupils.

4752. Of what ages generally?—I should presume from eight to 17.

4753. Is the class system also pursued in this institution as well as in the High School?—The same system is pursued to a certain extent; but I believe there are many more private tutors attached to that school than to the High School.

4754. Do you consider the system of teaching by classes, allowing the parent to select for the child such classes as may be applicable to him, better than requiring the child to go through the whole course of education from beginning to end, without reference to any specific object?—I should consider that it would be an object of importance to recommend a particular course to be adopted, but I should be unwilling to tie the pupil to that course; under all possible circumstances I would allow a power of selection in the parent, but recommend a prescribed course.

4755. Can you state whether at the Academy or at the High School, upon the average, there are the greater number of pupils?—At present I have understood that there are rather more at the Academy than at the High School.

4756. Is there any difference in the expense of education at these two establishments?—I believe at the Academy the expense is rather greater than at the High School.

4757. Taking the number of the Academy and the High School together, could you give the Committee any idea of the comparison which those numbers bear to the number of pupils in private establishments in Edinburgh, of the same rank in society?—I should consider it very difficult to form an estimate upon that subject, but the private establishments are increasing to a very great extent in Edinburgh; and I am certainly aware of the fact, that a very considerable number of people are now sending their children abroad, because physical science is not introduced to the extent that they wish in the seminaries of education in this country, and because they do not see any probability, unless some strong measures are taken, of putting education upon a new footing in our public establishments.

4758. Has not the new system which you speak of been adopted in some private establishments in Edinburgh?—It has to a very considerable extent, but more especially in a boarding school. Perhaps there is no school at the present moment with which I am acquainted, which I would say is superior in its arrangements in that respect to one establishment near Edinburgh; I allude more particularly to the boarding establishment of Mr. Chalmers, at Murchiston Castle, the brother of Professor Chalmers.

4759. Have you any prospectus of the course of study pursued in that institution?—I have no prospectus of the course of study pursued in that institution, but I am acquainted with it generally; I know the plan.

4760. Do you find aristocratic prejudice to have much influence upon the minds of parents in Edinburgh, in respect to placing their sons in juxtaposition with those

David B. Reid, M.D.

20 August 1835.

of an inferior class in point of wealth?—That prejudice exists to a certain extent, but to what extent I can scarcely say at present.

4761. Have you ever heard that it has operated so as to prevent their sending their children to the High School or to the Academy?—It may have operated to a certain extent, but I am unable to answer that precisely; it used to be the boast of the old High School, that pupils from every class of society met there upon the same terms, and without any distinction.

4762. In the Academy, are the Physical sciences attended to in a greater degree than in the High School?—I am not aware that they have actually introduced them; but the Rector of the Academy, who is himself extremely well acquainted with a great number of the branches of physical science, has, so far as I am aware, been anxious to introduce physical science into the Academy. I do not say this from any authority, but I presume so from what I have heard, and from the general interest which he has always taken upon the subject, and in all plans connected with education. He lately delivered a course of lectures on the present state of education, which I regretted engagements with my own classes prevented me from attending.

4763. There is no course of Physical science actually pursued to any extent in the Academy at this moment?—I am not aware of any; but not long ago it was under consideration. I made a proposition upon one occasion to the directors; but from different circumstances that occurred at the time, nothing was done on that occasion.

4763.* Are there many from those institutions attending your lectures?—Not many from those institutions, while they are attending them; but many do attend me after they have left those institutions.

4764. Do they merely come for an occasional lecture, or go through a regular course of scientific study after they have left these institutions?—The rooms are open to any who may wish to attend for a day, whether strangers or those residing in the town; but I consider that those only have attended me who enter for a regular and systematic course.

4765. What is the period generally consumed in going through the course of the High School and the Academy?—Six or seven years.

4766. With what portion of instruction does the course begin?—It commences with Latin and arithmetic and reading; but with the permission of the Committee I would rather forward a syllabus of the system pursued in each.

4767. So that the greater portion of five or six years is consumed in learning the two ancient languages, and the most ordinary elementary acquirements; and on leaving these institutions they are for the greater part ignorant of all the physical sciences?—In a great measure.

4768. As a great portion of the students are composed of individuals from the middle professional classes, do they not thus enter upon life without any of the knowledge which is requisite for progress in their several occupations?—So much so, that a very great number of them have expressed their deep regret that they had no opportunity of entering more early upon the study of those subjects.

4769. And this has given rise to the establishment of private institutions to make up that deficiency?—I have no doubt that they have partly originated in the want felt by the students when they entered upon the business of life.

4770. You have stated that so great has been the deficiency, that parents have in some instances sent their children abroad for instruction; to what country have they sent them?—To Germany.

4771. You find that the German schools are considered superior in that respect?—Greatly superior in the adaptation of the system of education to the practical wants of life.

4772. Has this conviction on the part of those families whose children have been so sent, produced a considerable change of feeling in Edinburgh as to the necessity of giving a more practical education, and a greater knowledge of the Physical sciences in their public schools?—So much so, that a number of institutions are springing up on every side upon the same principle. Many teachers have lately attended my class, with the view of introducing chemistry in their different establishments.

4773. Has not the cheapness of education in Germany a great deal to do with the preference just stated?—I am quite sure that the cheapness of education has some influence, and has contributed in some places to the effect mentioned, but

but at the same time I should attribute the number who are going abroad principally to the nature of the education.

4774. Have you seen any who have been educated in the German schools, upon their return?—I have seen some; but I have not had that opportunity of conversing with them that I should consider necessary to enable me to form an opinion as to their progress.

4775. Do you conceive that the education at the High School and at the Academy tends to form very accomplished scholars in those particular branches of study to which they give their exclusive attention?—So far as I have had an opportunity of observing, I think that there are many who are extremely well versed in the subject; but I am not able to draw a comparison, having had no opportunity of comparing them with other schools.

4776. Do you think that the ancient languages, properly and scientifically studied, are not as good an exercise for the developing of the mind as the physical and abstract sciences?—No, I do not consider that they have that power in developing the faculties; they are too abstract at first; and I should certainly consider, that were physical science introduced to a certain extent at first, the other would be taken up with infinitely more benefit afterwards.

4777. Amongst some of the educationists of Germany it has been maintained that the best logical course which can be pursued, even by a young pupil, is a severe course of Latin or Greek study, inasmuch as it teaches the pupil to trace and understand the connexion of his ideas, and the manner of expressing them with precision: have you found that to be the result of the mode in which those languages are studied in Edinburgh?—I should be inclined to maintain the very opposite opinion; though it is obvious that a severe course of instruction, systematically followed out, in any branch of knowledge, must have great effect in developing the faculties of the mind. In the study of the physical sciences there is the same power of reasoning exercised that we see in the study of a language; and in addition to that, you have the power of observation and perception brought into play, while at the same time these tend to arrest and fix the mind, and give it an interest in the subject, which the other comparatively wants.

4778. It has been observed in some schools, that where early attention is given to the languages, a certain disinclination has been produced to the study of the abstract, and even of the physical sciences; to what do you attribute that feeling?—I should attribute it principally to this; that where I have seen the languages aught, they generally have been obliged to have recourse to a false system of rewards, in order to induce the student to go through the hard exercise and training to which he is at times subjected, and which, in the majority of cases, gives him a distaste for all kind of study.

4779. Does not it also arise from the deficiencies of our elementary system; we are too much in the habit of teaching words instead of things?—Quite so; I believe it has its foundation in that to a great extent; but in all the public and private institutions, in Edinburgh at least, there has been a great improvement in this respect of late years, so far as the system of education adopted will permit it.

4780. Do you think that deficiency would be remedied by making, for instance, "lessons upon Objects," an essential portion of elementary education?—Yes, to a great extent; and I should be extremely anxious to see something introduced which would stimulate the system to a certain degree and bring it into activity; for so far as I have had any experience, those who have been always engaged in a system of quiet and equal study never show that power of decision and promptitude of action which is manifested by those who have been placed in difficult situations, and who at times were obliged to call all their energies into action: so that in many instances I have put boys in difficult positions in observing phenomena, sometimes solely with the view of producing a physical effect upon their system; and after that I certainly have seen their powers of observation and perception, and reasoning, increased in a considerable degree.

4781. You would begin early education more by a reference to the objects themselves which were treated of by the instructor, than by teaching a catalogue of names, the general course adopted at present in teaching even the English language?—Quite so.

4782. Have you seen that system in operation?—I have.

4783. Have you seen any striking effect produced by it?—Very striking effects; so much so that they might be kept, were it required, far longer than it would be

David B. Reid, M.D.

20 August 1835.

proper for their health, if it were any object to force upon them any particular system of instruction, from the delight which they take in the natural objects presented to them, and from the mode in which they begin to reason with one another, and with their teachers, upon the subject.

4784. When these habits of attention, resulting from the study of natural objects, have been once acquired, is not the transition from such a course to the more difficult branches easy?—I have always found it so; that the great difficulty in education is to fix and arrest the attention, and if in any way you can only incite habits of attention, you give a power which can be transferred afterwards to abstract subjects.

4785. So that if the system of elementary education were corrected in the manner you state, the study of the Physical sciences might, with the greatest facility, be made an important part of academical education in every institution in the country?—In every institution in the country, and be attended with the most beneficial results, physical science being considered of great importance, not only on account of the knowledge communicated, but because it is the most effectual means of training the mind to habits of observation and attention.

4786. You have stated that, in your own experience, you have seen such studies not only produce a great facility of acquiring knowledge, but that they have greatly contributed to produce decision and promptitude of character: you conceive, therefore, that the study of the physical sciences has a strong moral, as well as intellectual, effect upon a young man?—Undoubtedly, where they are conducted according to a system which calls out practically the energies of the student; he must not be left merely as a passive spectator, as a mere listener, but he must have his place allotted to him in which he is himself to be an observer and an experimenter, and where he may have to produce a specific effect by conducting some process requiring both practical and the most attentive observation, where all the energies of the mind are brought into play; he is not merely looking on, but he is calculating and balancing in his mind the effect of every alteration in the experiment which he is conducting, and guiding them, as it were, so as to produce the intended result.

4787. Have you ever compared a boy educated in the ordinary way, the greater portion of whose time had been dedicated to the languages and to literature, with another whose time had been devoted to the sciences?—Too often; they are obtruded upon us every day.

4788. What is the opinion you have formed of the character of their respective minds?—I should think that it is almost deplorable to compare the two, when the system has been carried in both cases to its full extent.

4789. Do you think that the present system of education has a demoralizing effect?—I will not say that it necessarily involves a demoralizing effect; but believing that the mind is always more or less active while the student at least is awake, if you do not supply it with materials for reflection and activity it will find them for itself. To the student who has been once engaged in physical science to a great extent, everything in nature arrests and fixes his attention as an object of contemplation and delight; but the other, who has nothing but objects of a more abstract nature to arrest his attention, takes little notice of anything around him, comparatively speaking, as if he were walking in darkness; and he is necessarily led, when there is nothing immediately before him, to engage in a different system altogether. But I should wish it all along to be understood, that while I would argue most strongly for the introduction of physical science at an early age, I do not do so in opposition to the languages and literature. Far from it; I should wish them to be combined, but physical science made the basis upon which to build the languages and literature; and I would also carry on a series of instruction in history, morals, &c.

4790. Will you explain how you would effect that?—In this manner: when once the young mind is made acquainted with a variety of facts, it necessarily tends to arrange them in some order. Then it feels the want of language, and having a number of ideas in its head it is led to take up the subject of language more specifically; whereas if we begin with stating to them a number of words, the ideas having to be learned afterwards, we build as it were upon a false foundation, or rather we endeavour to raise the superstructure before we have actually laid any foundation at all.

4791. Would not this application of the pupil to subjects of a practical nature, and which would afford so many delightful modes of employing his time, tend to render his mind less apt to receive and less anxious to acquire the more abstract

abstract knowledge which it is necessary to prepare him effectually for his future education?—As far as I have had an opportunity of examining the subject practically, I should be inclined to adopt an opposite opinion, and upon this ground, that I look to the formation of habits as a great thing in the progress of education, and I know of nothing that can contribute so powerfully to the formation of habits of observation, attention and reasoning, as the study of those objects which are addressed to the attention by the external senses.

4792. Is not the effect produced rather an effect upon the eye than upon the mind?—I do not know how we can possibly separate the effect upon the eye from that upon the mind, in a proper system of study. It is the senses in communion with the mind. If we take music for example, I have all along entertained the opinion, and I have inquired of a great number of others, and I think it is not music in itself, thrilling and touching the nerve in a particular manner, that gives the pleasure to it, but it is chiefly because every musical note corresponds with some idea in the mind; because, if we compare the effect of the most powerful musicians upon an audience, we shall find that every one forms their own idea of the music. There is something in the association which always floats in the mind, and it is from imagery, which is more or less distinctly portrayed to the imagination, that we derive more or less intense pleasure from it. At the same time, no one will more readily admit than I will, that if proper attention be not paid to system and the discipline of the mind in extending physical science, as a branch of education, it may degenerate so as to produce few of the good effects that may otherwise be derived from it.

4793. Which have you found the most calculated to develope the moral powers, or scientific classical studies?—I cannot say that I have had sufficiently ample opportunity to judge practically of the effects, in all their bearings; the system of the teachers whom pupils may have attended has such an amazing influence upon their character: but many of the subjects connected with what is termed classical education, and which it is impossible to pass over in a course of ancient history, cannot fail to have, to a considerable extent, a most demoralizing influence upon the junior mind.

4794. Have you found that the study of Physical science in any degree tended to deteriorate the religious or moral feelings of the pupil?—Never. I have always found that, as a body, those who have studied physical science are more deeply alive to religious feeling, than those who are otherwise under similar circumstances, but have not had their minds opened to those trains of reflection; and that this should be the necessary consequence is obvious, from the more perfect apprehension which such students necessarily acquire of the works of creation, and of the system, order and design in everything around them, which others cannot trace.

4795. Would you recommend an exclusive attention to science in the education of those who are to be engaged in the general business of life?—I should be very sorry to be considered as recommending an exclusive attention to science.

4796. Would not too great an attention to scientific pursuits tend to produce a want of general and comprehensive views?—Certainly; the system must not be carried to excess. I do not recommend an exclusive attention to those subjects; I should wish to see the literary parts of education, more particularly English and composition, &c., as fully attended to as physical science, but at the same time I wish to see physical science introduced as early, not that the other is to be excluded, or that physical science is to step forward and take its place.

4797. Would you substitute Physical studies for classical, and place classical studies where the physical sciences generally stand at present?—I do not wish to put those other studies in the back ground, but I would substitute for part of the time devoted to Latin and Greek, a much greater attention to English and composition and writing; and perhaps I would rather substitute the modern languages, French and German, for Latin and Greek, than pay any exclusive attention to Latin and Greek.

4798. You have stated that you prefer the study of French and German; would not the Latin and German be better; the Latin giving the pupil a mastery over the southern, and the German over the northern languages?—I admit that, but I was alluding to the principle of utility, believing that when once the French and German have been studied, that then the Latin, and even a certain amount of Greek, might be taken with great advantage: but what I have advocated for some time in this department is, that those who are not intended for any profession where Latin and Greek are essentially required, should be taught, in the first instance,

David B. Reid, M.D.

20 August 1835.

instance, French and German, and supplied with a vocabulary of roots from the Latin and Greek languages.

4799. Do you think that the study of the Latin and Greek languages might not be compressed into a smaller compass of time than at present, by better methods?—Into an infinitely smaller compass.

4800. And thus sufficient time allowed for their acquisition, and the acquisition also of the Physical sciences?—I feel satisfied that were the same nine or 10 years devoted to the sciences, English and composition, French and German, one or two of those years being devoted to Greek and Latin, the students would become generally as well acquainted with Latin as is necessary for ordinary purposes, while at the same time they would have a fund of information, which would enable them to enter upon life with ten times the advantage.

4801. Would you apprehend from this miscellaneous course of instruction any injurious effect upon the mind; do you think that the habit of resting content with superficial information might not be generated?—Not at all, if it were under a proper system of management; if there were a proper selection made, and each subject studied to a certain extent in detail, and not too hurriedly, if, in fact, they do not attempt too much, but devote a sufficient portion of time to each science, or to each part of it which it may be intended to study, I should not in any way be afraid of the result. In all cases where I have had any direction in recommending a course of study to any individual, while I have urged the necessity of a general acquaintance with all kinds of knowledge, so far as it was accessible, I have always leaned to the opinion, that besides in those cases where there was a particular bias, or where there was some peculiar profession that required some particular subject to be studied in detail, still, as a discipline of the mind, it would be desirable to exercise the mind of the individual in the higher departments of some one department of knowledge.

4802. This course of study is principally intended to open various roads to the intelligence of the pupil, leaving it afterwards to him, according to the circumstances in which he may be placed, to select the road more particularly adapted to his position in life, and the special character of his intellect?—To give him a *coup d'œil* of his situation in this globe.

4803. Do you think, in a more general point of view, it is always of great importance to the community that its middle classes should have a sufficient stock of preliminary information to prosecute those discoveries in science which still invite our investigation?—I should consider it an object of great importance. In numerous instances individuals from manufactories and other establishments have come to me for information on different points; and if they had but attended some of the most elementary courses of education in physical science, they would have been enabled to have saved, from their own resources, very considerable sums in their different establishments.

4804. Admitting the value of the scientific basis of education that you recommend, how would you introduce it practically into education generally?—At the present moment I have instituted a course in one department of physical science to commence with, namely, chemistry, which I am at present explaining to all schoolmasters and directors of different institutions who may take an interest in it: from one district alone 12 schoolmasters united together and applied to me upon the subject.

4805. Do you recommend that in framing a system of education generally, the masters should be instructed in Physical science?—I think it of the utmost importance.

4806. Do you find it difficult to introduce into the parochial schools in Scotland such a system?—In some we find that we shall be able to introduce it with the greatest facility, the schoolmasters being most anxious, some of them having already advertised it in their different syllabuses of education.

4807. If the schoolmasters of Scotland, for instance, were supplied from a Normal school, under some superintending body, could not such a system be propagated in a short time through the whole country?—I made a calculation, that were there any co-operation among the schoolmasters, in the course of two or three years, at the utmost, courses in the different branches of physical science might be introduced over the whole of Scotland with the most perfect facility. I must also mention here, that Professor Pillans, whose instructions in some branches of physical geography, and whose notes upon the productions of nature and art in different countries, made so deep an impression when they were first

David B. Reid, M.D.

20 August 1835.

introduced in the High School, requested me to introduce my system in a Normal school in Edinburgh, to which he has paid much attention, and I have already made arrangements for this purpose. The students will not merely be taught some branches of science, but the mode of teaching will also be an object of attention.

4808. At present the schoolmasters of Scotland not being under any strict superintendence, and being left very much to their own discretion, would not obstacles be likely to intervene to the diffusion of this system, which would not be apprehended if such teachers were educated in a Normal school, under the direction of a National Board?—Certainly.

4809. So far you think that a National Board has great advantages as an instrument for the propagation of improvements in the system of education?—I think a National Board almost essential to extend the system with advantage and satisfaction to all branches of the community.

4810. Would the introduction of such a system be a considerable increase to the expenses of even elementary schools?—I consider that the additional expense would be exceedingly trifling, compared with the object to be effected; at the present moment we have not attempted, perhaps, so much as we might have wished, our object being simply to let the effects of the system be seen, when we calculate upon the parents and those interested in the progress of education, themselves extending it from time to time.

4811. Would you apprehend any hostility to the introduction of such a course in the more remote parts of Scotland, on the part of the parents?—I should not apprehend any if it were properly followed out, there seems so much disposition to co-operate upon the subject among a greater part whom I have met with; and a few popular lectures, with experimental illustrations of the utility of this course of instruction, would soon remove the objections of the greater number who might at first be opposed to it. Besides, I may add from experience, that when the children have attended even a single lecture on any subject in science adapted to their years, they become so fond of it in general, that they induce their parents to put them to classes which they would not otherwise have done.

4812. You stated that there were several private institutions in Edinburgh where such a system had been introduced with success; will you favour the Committee with a statement of the improvements which those institutions have adopted?—I will describe the course pursued in one institution, with which I am particularly acquainted. In that institution there are at least 40 boarders. There are a number of different masters, who are under the direction of the head of the establishment. A large portion of time is devoted each day to English and composition; history, geography and drawing also engage attention; and there are separate masters for French, German and mathematics; experiments in chemistry and natural philosophy are frequently performed, so as to give within the year a general view of the great principles of those sciences. There are also courses of mineralogy, geology and botany. Calisthenics have been introduced. The students make frequent excursions into the country, where they are taught to observe natural phenomena, under the direction of the master. They are also taken to manufactories; and they are trained to give an account of whatever they may have seen, in letters addressed either to the masters or to their friends. A separate plot of ground is allotted to each, as a garden; and there is also connected with the establishment a debating society, in which the more advanced of the pupils carry on a series of discussions on different subjects connected with their studies, or what they may have seen in their excursions. They manage the business of this entirely by themselves, the teacher having found that he was a restraint upon them while he continued to attend them; while from the confidence which they all have in him, and the open frank manner in which they communicate with him, he is enabled to give to it every direction which he may consider necessary. These are the leading features of the institution.

4813. Can you state the fees?—I am not aware, but I should presume they are somewhere about 60*l.* a year.

4814. Of what class are the pupils?—I should think principally the middling class.

4815. How long has it been established?—It has been established for several years, but it is only within the last few years that it has been put upon its present extended footing. I believe that music will soon be introduced as a regular branch of education, and there are a number of other improvements which are projected, and which the master is introducing as he finds opportunity.

David B. Reid, M.D.

20 August 1835.

4816. Do you think that this course of education will be likely to fit the mind for the dry studies which may be necessary in subsequent life; for instance, the study of the law?—I should consider that it would be well adapted to prepare for any professional pursuit, however abstract the subject of investigation may be; for when the mind has become thoroughly trained and familiar with the nature and relations of external objects, it has then a power of illustration and reflection, which while they may be of great advantage in following out these investigations, will in no way be disturbed by those phenomena which might otherwise have impeded its investigation of particular phenomena. Farther, there is no profession in which general knowledge of scientific matters is more useful than in that of the law, and in no cases have more gross injustice at times been done than in law cases, where law officers, from their total ignorance of science, were unable to appreciate the evidence laid before them, though their integrity was never for a moment questioned, even by those who suffered.

4817. Have you found that the cultivation of the Physical sciences at an early period of education has produced a distaste for the severer studies afterwards?—At times I have found that; but, generally speaking, I would be unwilling to consider that as a principle to act upon.

4818. Have you found that a similar distaste for the Physical sciences has been produced by too exclusive a cultivation of the languages and of elegant literature?—Undoubtedly; I believe that they reciprocally affect each other in the same way.

4819. Then you do not attribute it to the particular study, but to the exclusive manner in which either of the studies is pursued?—Quite so.

4820. Would you then conclude, that in order to give fair play to each they should be studied in combination?—Yes; and in subordination, where it is possible, to the particular profession for which the student may be intended.

4821. Have you found that the students of Physical science have passed to the study of moral science with facility in general, in the institutions with which you are acquainted?—I should find it difficult to give such a precise answer to that question as I should wish; upon this ground, that there is such a want of harmony between many of those who entertain different views in respect of education, that we have not had that full opportunity of judging of the practical effect that we would wish; but so far as I have seen it, I have not found that the students experienced any difficulty, except where they have been subject to such a mere mechanical detail of physical science as could hardly be called science at all; it was more a learning of words and of facts, than connected with any system of reasoning and power of observation.

4822. Have you found the pupils who have come from these institutions afterwards disposed to cultivate moral science and religious instruction, and have they been remarkable for their good conduct?—So far as I have had an opportunity of observing, I should say they excelled in that respect, where the other departments of education had not been neglected.

4823. Have you found any difficulty in extending this course of instruction to the education of the female sex in Scotland?—Not much difficulty in extending it so far as the disposition of the people was concerned, but considerable difficulty in attaining the object from want of means.

4824. Have you any institution, founded upon these principles, for the instruction of the female sex in Edinburgh?—There was established last winter, by several gentlemen, an institution for the education of young ladies, in which I took an active part, where it has been attempted to found a system of education upon the same principles as those recommended in the previous part of this examination. This institution embraces the ordinary departments of female education, and a series of instructions in the different departments of physical science; and while each branch is taught by some individual professionally engaged in that department, the pupils, when not engaged with their teachers, are under the control and management of the lady superintendent, who at such times is appointed to take the entire charge of them.

4825. Do they live in the institution?—None of the pupils live in the institution: they assemble in the morning at 10 o'clock, attend different classes according as their parents or guardians may have appointed; and when not engaged in those classes, the lady superintendent assists them in their studies, controls them in their behaviour, and superintends them in all their exercises. Formerly they attended many different masters in the same town, so that much of their time was lost in walking

David B. Reid, M.D.

20 August 1835.

walking from one school-room to another, while they were comparatively under no control or discipline whatever. Much time was lost also in proceeding from class to class, nor was there any mode by which the hours intervening between the different classes might be turned to advantage. In the new school alluded to, which has been named the Scottish Institution, it is proposed to give diplomas or certificates to all that may wish it; more especially with the view of assisting in the instruction of governesses and others, who may wish to have an opportunity of extending their knowledge in particular departments of science. The institution is entirely under the control and management of a body of directors, who are either lecturers or teachers connected with it.

4826. Are the pupils instructed in the same class-room, or in several distinct class-rooms?—There are a number of different class-rooms for the different branches of education; but sometimes, when it is convenient, one room is used for several different purposes at different times of the day.

4827. Is there a female attendant at the different class-rooms?—There is either the lady who superintends the pupils or one of her assistants, of whom there are several.

4828. What number of pupils are there at present in the institution?—The institution has only been in existence for a year, but about 100 have attended it.

4829. Is there any distinction of religious opinion made in the institution?—None whatever.

4830. How is religious instruction provided for?—That is a subject upon which we have thought it proper to confine ourselves simply to the opening of the institution in the morning, by reading a small portion of Scripture, and prayer, which is not in any way compulsory for the pupils to attend, but the majority do attend. There are persons of all religious persuasions, but they are principally of the Established Church.

4831. Are there any Roman-catholics among them?—I cannot state positively, but I think there are.

4832. Can you give the Committee an idea of the course of study pursued?—Yes. Elocution and composition; history and geography; writing, arithmetic and book-keeping; theory of music and the piano-forte; singing; drawing and perspective; mathematics, astronomy and mathematical geography; French language and literature; Italian language and literature; German language and literature; dancing and calisthenics; natural philosophy; chemistry; botany; geology and mineralogy; ancient and modern history.

4833-4. This report does not state the number of pupils in each class; are you acquainted with the number studying in the several classes?—One of the principal difficulties in stating the number attending each class arises from the fluctuations which take place at the different quarters; for the mode of fixing the fee being different from what had ever been adopted in Edinburgh, they found some little difficulty in understanding its details at first. There was one fee fixed for all the classes, upon this ground, that considering it as a great experiment in education, and being aware that several branches would not be attended were certain facilities not held out to the pupils whom we wished to attend them, it was determined that one fee should be charged for the whole course for any pupil who attended a specific time, and that they might have the opportunity of attending any classes they chose for this sum. The consequence was, that the mathematics and some other branches, which it was considered at first would not have been so well attended, were actually attended by a very considerable number, and the pupils made great progress in them. Many who attended mathematics afterwards induced others to join, who would not otherwise have thought of it, but for the encouragement that had been given.

4835. What is the expense of the whole course?—Twenty guineas for six hours a day, during 10 months in the year.

4836. Is it found that the same degree of attention can be kept up in this institution as in an institution for boys?—So much attention did the pupils pay to it, and so fond did they become of the system, that after the vacation commenced those who did not go out of town continued to meet together in the institution, partly to carry on some of their studies in which they were more particularly interested, and partly, no doubt, to have the pleasure of meeting one another.

4837. Have you given lectures in the institution yourself?—Yes; and also a practical course of chemistry.

David B. Reid, M.D.

20 August 1835.

4838. Was that course attended by a considerable number of pupils?—About 70 attended the course.

4839. Did they go through any experiments with you?—There were two courses, one in which I operated alone, in the other there were upwards of 100 experiments performed by each pupil.

4840. What appears to be the favourite study in the institution?—The truth is that each study seemed to be a favourite as they entered upon it. Thus chemistry was everything with them when they commenced it, and then when they began natural philosophy they were full of it; then geology they became fond of, and botany in its turn.

4841. It is stated, in the mathematical class, "The young ladies have gone through the first five books of Euclid, with the leading propositions of the sixth. In addition to this, they have solved a great many geometrical exercises, as deducible from these propositions, and have advanced in algebra as far as quadratic equations inclusive." Were there many pupils in that class?—Forty.

4842. What was the average age of the pupils?—I should think from 10 to 18.

4843. Was there any remarkable difference observable in the manner in which they studied, or the facility with which they went through all the difficulties of the science?—Nothing particular was observable; it was found that they made the same progress as in other classes.

4844. Did they make the same progress as in institutions of a similar description for boys?—Yes.

4845. The institution, then, has fully succeeded so far?—It has fully succeeded so far as introducing the system, but it has cost to the directors 1,000 *l.* in placing it on its present footing.

4846. Is the building very commodious?—They have rented buildings which are extremely commodious; they have access to a large green, connected with a set of buildings of which it is a part.

4847. Have they got a museum or gallery?—The museum is now forming, and also a library, which is to be accessible to all.

4848. Have they got a gallery of casts or paintings?—There are a considerable number of casts and paintings; but we have had so many difficulties to contend with in commencing the institution without any external assistance, that we are rather limited upon that subject; we have introduced, however, as much as the institution at present requires, and are making arrangements for extending it.

4849. Have you applied the course of chemical instruction which you have described in your evidence, to the improvement of manufactures, or to the education in adult life of the manufacturers of Edinburgh?—That was one of the principal objects with which the extension of physical science became an object of attention with me; and the course of practice I alluded to formerly, where 100 operated together, was given entirely to manufacturers and others engaged in the arts.

4850. Has the result been very satisfactory?—It has been so far satisfactory, that it has been recommended as a permanent class in the School of Arts, which is now to be continued in my class-room for two years, till the new building is obtained; and I believe that one of the inducements to take the use of my building in the mean time was, that a practical course could be introduced to the mechanics.

4851. What is the constitution of the School of Arts in Edinburgh?—It is supported to a certain extent by voluntary subscription, but each student pays a certain sum for the classes that he may attend, and the use of the library, from which he is allowed to take some books.

4852. Is it principally designed to apply the arts to manufactures?—Principally with that view.

4853. Is it generally admitted now in Edinburgh that our manufactures have in many degrees suffered from an inadequate acquaintance with the principles of art?—It is universally felt.

4854. And that the best means of raising them to the degree of superiority which they are entitled to, would be to cultivate in schools of art the application of the arts to manufactures?—That has been felt to such a degree, that in several towns in Scotland I have been requested to introduce the practical plan of instruction in the same manner as is done in the School of Arts in Edinburgh.

4855. Do you think that one of the great obstacles to this application of the arts to manufactures arises from the generality of the population not receiving elementary instruction either in the physical sciences or in arts of design?—I certainly

I certainly feel that the difficulties arising from want of instruction on those subjects present themselves to the mechanic every day; and I would add, not merely in subjects connected with arts and manufactures, but even in the affairs of daily life, in the management and economy of his own fireside.

4856. In a system of education of a general and comprehensive nature, would you recommend that Government should particularly direct its attention, in framing any course of elementary instruction, to this subject, making the arts of design and the physical sciences an integral portion of elementary education?—I should consider it of the utmost importance; and I would have no hesitation in saying, that were a course provided, not merely for artizans and mechanics, but for the common people, in which those subjects alone should be introduced that bore practically upon their own comfort and convenience, it might have the effect of doubling the value of the poor man's income to him.

4857. Do you think it would produce any degree of dissatisfaction in the poor man's mind if he were to receive this increase of knowledge?—So far from it that I believe it would increase his satisfaction in every point of view.

4858. Do you derive that opinion from what has come within your own knowledge and experience?—From the results which have been stated by the secretaries of a great number of institutions with which I have either been personally acquainted or in correspondence, as well as from my own observation. Mr. James Hay, the able and intelligent secretary of the Leith Mechanics' Institution, and whose zeal in promoting every object that can advance the cause of education is so well known in that part of the country in which I am engaged, has pointed out numerous instances to me.

4859. You think then, that with a view to the general happiness and tranquillity, the Government of the country ought to direct its attention to this subject?—I think there is nothing of more importance.

4860. Do you think it is any interference with the liberty or happiness of individuals for the Government to take upon itself such duties?—I should be at a loss to understand in what manner that could be maintained, as it would in every way tend to improve the comfort and happiness of every branch of society. And here I may take the liberty of stating, that independent of all other considerations, I look upon the knowledge which is communicated in the study of physical science, of the economy of the human frame, and its relation to external agents, as so important in reference to health and comfort, that on this ground alone, were no other brought forward, I would advocate the study of physical science.

4861. If the Government were to take upon itself such duties, do you think that a general superintending Board, comprehending under its jurisdiction all classes of education, from the elementary schools up to the academical and literary and scientific institutions of the country, would be an advisable establishment?—I should look to it as one of the greatest benefits you could apply to the country; such a Board as would put the system of education upon the same footing, so far as it was possible, throughout the whole land, and embracing all classes of society.

4862. Would you think that the public funds would be usefully and legitimately employed in such purposes?—I should look upon it as one of the most valuable purposes to which they could be applied, considering the practical effect that would result from it.

4863. Would you apprehend, from such machinery being in operation, any undue exertion of government patronage, or any undue increase of the monarchical power of Government?—I do not see that any such undue influence would in any way necessarily attach itself to such institutions.

4864. Do you see checks sufficient to prevent abuses of that description, in the present organization of society?—I consider that a Board founded upon such principles, and with members from all classes of the community, would always contain sufficient materials to influence public opinion upon any matter of importance.

4865. Would you require, on the part of the locality, contribution in aid of the exertions of Government?—I should think it would be a matter of great importance to have such an assistance, but not perhaps to render it indispensable in every situation.

4866. Would you rely on voluntary subscriptions alone for such assistance, or would you prefer the principle of assessment?—I should prefer the principle of assessment.

David B. Reid, M.D.

20 August 1835.

4867. You think that it would be more equal and more sure in its operation?—Much more equal and more sure.

4868. Would you think it more economical, with reference to individuals, as being more generally diffused?—I should consider it would be more economical in that point of view.

4869. Do you think the assessment could be so arranged as only to press upon such classes as derived benefit from such institutions?—It perhaps might be arranged in that way; but as I should be anxious that all classes of society should derive the benefit, even down to the lowest, the more general the principle could be made the better perhaps.

4870. Would you recommend that such Board so constituted should take upon itself the providing of masters, or at least the education of masters in the elementary schools under its jurisdiction?—I should consider it of the utmost advantage that the Board should provide for the education of masters, but leave the selection of them to the individual institutions.

4871. Do you see another advantage arising from the institution of the Board, in the facility of obtaining from all branches of education reports of their progress, and a communication of such reports in return to such institutions?—So much have I longed to see institutions of that kind, that in the society which I have established last winter, that was one of the principal objects, in reference to scientific matters; and I believe that the same principle is applicable in all its extent to matters connected with education.

4872. If such a system were deemed advisable, would you recommend that it should be brought into operation and enforced by legislative enactment?—Certainly it would be the best means of at once putting upon an equal footing the object contemplated, and quieting the fears of many who would like to see it introduced, but are afraid to be seen moving in any plan connected with it.

4873. Would you like to see such a system extended to the three parts of the empire?—I should rejoice in seeing it extended to every part of the empire; I have long advised in my own lectures that we should even endeavour to provide for the colonies upon the same plan.

4874. Have any objections struck you, either in theory or practice, to such an organization?—None in principle, but there might be considerable difficulties with individuals who entertained particular views upon education; but this, I apprehend, would not in any way interfere with the result, as so many are so deeply impressed with the necessity of an alteration in the system, that they would go any length to support it.

4875. Some individuals have entertained apprehensions that the diffusion of education has tended to increase rather than to diminish crime; have you found that to be a general impression amongst well-informed persons with whom you have had communication, or is it at all the result of your own experience and observation?—From my own experience, and from the universal opinion of every one with whom I have come in contact, whom I know to have had means of observation, I have no hesitation in adopting the opinion that it tends to diminish crime.

4876. It has been found in some countries that crimes against property in particular have rather increased than diminished; would you attribute that to the increase of education?—I should not attribute it to the increase of education; but if it is meant to compare the change from one species of crime to another, I would certainly say that education would tend to diminish the virulence of crime: I refer now to the transfer of crime from a more bloody to a less bloody system.

4877. From your acquaintance with many eminent friends of education in Scotland, would you say that the general disposition of men who have studied the subject, is towards a comprehensive system of national education based upon legislative enactment?—I believe there is nothing that would give so much satisfaction at the present moment in Scotland as such an enactment, to the great majority of the population.

4878. Would you say, especially to those who have studied the question of education?—I should add that, without the least hesitation; those who have dispassionately considered the practical effects of education.

Lunæ, 24° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

William Knight, Esq., LL.D. called in; and Examined.

W. Knight, Esq., LL.D.

24 August 1835.

4879. YOU are Professor of Natural Philosophy in the Marischal College and University of Aberdeen?—I am.

4880. Have you been long in that situation?—I have held that situation 13 years; and I have taught classes in the physical sciences for 25 years.

4881. What other situation had you been in previously to your becoming a member of the university?—From 1816 to 1822 I was professor of natural philosophy in the Academical Institution of Belfast.

4882. Have you directed your attention to the subject of education generally?—I may say, that ever since I had any experience of education, I have directed attention to it in my thoughts, and with a view to my own guidance in conducting classes, for a quarter of a century.

4883. Has your attention been also directed to the administration of schools?—My attention has been frequently directed to the manner in which instruction is communicated in schools, as well as in college classes. I have been for several years president of the Bell and Lancasterian schools of Aberdeen, which were instituted in 1815, and of which I was the first secretary.

4884. Do these schools continue still in operation?—They do.

4885. Are they improving?—The school for boys for the last 20 years has been uncommonly well conducted, under one teacher, since its commencement. The school-room for girls, which is also very large, has never been so well filled, and has had several teachers.

4886. By whom were these schools founded?—Dr. Bell and Mr. Lancaster both visited Aberdeen in the autumn of 1815, and the schools were founded by a public subscription, which was the result of a meeting held in consequence of their visit; they have since been supported entirely by voluntary subscriptions, by a few legacies, and by the fees paid by the scholars.

4887. What number of scholars are there, male and female?—When I visited the schools in May last, the number of scholars in the boys' school was about 430, and in the girls' school about 230.

4888. Are the children clothed?—They receive nothing but instruction, for which they pay three halfpence a week each.

4889. At what age do they enter?—From five to eight, mostly.

4890. Is there an infant school attached to the establishment?—There is no infant school attached to that society; but, in consequence of the visit of Mr. Wilderspin to Aberdeen, three or four years ago, an infant school was begun, and is carried on upon a small scale.

4891. What is the number of children taught?—About 100, as far as I know.

4892. The infant school is not used as a preparatory school for the Lancasterian school?—No; the two societies have no connexion with each other.

4893. Do the children go from the one to the other?—The infant school has been established so lately, and is in such a different part of the city of Aberdeen from the two schools of the Education Society, that I cannot answer that question precisely; but I may add, that Dr. Bell bequeathed 10,000 *l.* to Aberdeen some years ago. This has just been applied by the magistrates of Aberdeen to the erecting and opening a large school for boys, which has been established in a part of the town in an opposite direction to that of the schools previously built by the Education Society. The burgh of Old Aberdeen has also erected a large school from the share of the above sum allotted to that city.

4894. Do you think that the education in the Lancasterian school would be more perfect, if it commenced with the infant school, and took children from the

W. Knight, Esq., LL.D.

24 August 1835.

earliest years under its care?—That is a question which involves so long an answer, that I am afraid of being tedious in replying to it. My notion of education is, that it should begin with the earliest period of life, and end with the latest; that, if possible, we should keep up to our dying hour the full impulse of education of the young mind, and therefore I cannot conceive that any person can object to educate infants as early as possible. The parents ought, of course, to be, and in general are, in practice, the great educators. The infant schools which I have had an opportunity of seeing did not differ much from those schools which are established on Bell and Lancaster's plans; that is to say, there may be minor differences in the manner of teaching, but I should not conceive that there is much radical difference.

4895. Do not other schools take them at a much earlier age?—I am not aware of any great difference in that respect in those that I have visited. I have seen with Mr. Owen an attempt at New Lanark many years ago to begin education by schoolmasters and schoolmistresses at six months old, but I believe it never was carried to any extent.

4896. Is it not found in many instances, that the minds of children, entering the Lancasterian school, have not been subjected to proper previous training?—There can be no doubt that carelessness of early education at one, two or three years old, is one of the great obstacles to subsequent improvement.

4897. Do you think that parents are sufficiently well educated themselves, even if they had sufficient time and opportunities, to attend to the education of their children?—With regard to Scotland, if the country population be considered, the parents have, in general, received a good deal of education; so that the mother can teach her son or daughter a great deal from the age of two years to the age of five or six, when they go to the parish school. In manufacturing cities, the circumstances altogether differ. The steam-engine, by its excessive regularity of motion, has impressed its own regularity and its own demands for time upon all the manufacturing population, and consequently has prevented the working classes in manufacturing towns from having the same opportunities, and the same time to instruct their offspring, as among our agricultural population; and has also tended to deprive them of the opportunity, and the degree of information necessary to instruct their children.

4898. The consequence is, that in manufacturing districts, the children of the lower class of the population are neglected?—As far as I can judge from the cities, I have had the best experience of, that is too much the case; the neglect is extensive even in Aberdeen, notwithstanding all the efforts that have been made; and there are other cities where you might place a schoolmaster with very good effect in each of many streets.

4899. Do you think that the tendency of manufacturing employments is to diminish rather than increase the intellectual capacities of the parents?—I have no doubt that as far as those manufactories which are put in motion by the steam engine, that is the case.

4900. You have stated that it diminishes their opportunities of instructing their children; do you think it diminishes the intelligence of the parents? In answering a question of that kind, I should beg leave to give the reasons: confining myself to the country of which I have most experience, Scotland; we observe there that the steam-engine manufacturer has not really the quantity of time required to obtain the information, and still less has he time to communicate it to his children. The mother, as well as the father, is frequently in the mill.

4901. In that case are the morals of the children as much neglected as their intellectual instruction?—I conceive that morality is to a considerable degree dependent upon intellectual instruction, and also upon mankind being collected in masses, or the contrary. I by no means entertain the modern notion that vices are propagated in manufactories as fast as yards of cloth are made; I trust that I take a more charitable view. While I consider the steam engine as the noblest gift which has ever been conferred upon the manufacturing interest of this country, and one which has improved all our manufactures, by the regularity which it has introduced into them, it is perfectly possible, I conceive, by improvements made in education, to combine all those advantages with as much morality as is to be found in any agricultural population. But for this purpose it would certainly be necessary to have such a control over each possessor of a manufactory moved by a steam engine, as to compel him to pay attention to the intellectual, the moral, and the religious education of all the persons who work on his premises.

4902. You

4902. You would not in that case leave it to the discretion of the manufacturer or any persons employed by the manufacturer, whether they would give themselves to intellectual occupation, or not?—I would not wish that a law should be made with such strictness as to bind down manufacturers to anything which would injure the whole train of manufacturing industry, but I certainly think that a law might be made which would be in the highest degree useful to the manufacturing population as distinguished from the agricultural; and my opinion has always been, that while much has been done for the population of Scotland, while it was entirely or nearly altogether an agricultural country, almost nothing has been yet done for the manufacturing population by legislative measures with a view to education; it is a new state of mankind which has arisen, and which has been left chiefly in the hands of theoretical writers.

W. Knight, Esq., LL.D.

24 August 1835.

4903. In speaking of the measures which you think advantageous to the interests of the manufacturers, would you require that the manufacturers should allow the persons employed by them a certain portion of the day for moral and for intellectual instruction?—I think it would be highly beneficial to the manufacturing population if the head manufacturer were obliged to have a school upon his premises whenever his labourers amounted to a certain number; to have that school attended by the children of his labourers of a certain age, and to connect it with instruction given to others who are of sufficient age to labour in his manufactory; and to connect it also with schools for instruction, which may be given upon Sundays. My notion is, that till that is done by some legislative enactment, the manufacturing classes will never be put upon the same level as to intellectual and moral education which the agricultural population has long enjoyed in Scotland.

4904. But if this be requisite to the manufacturer, why is it not equally so to the agriculturist?—I have mentioned that I consider that in Scotland we possess it for the agricultural population, by our system of parish schools, to which children will often walk with their food in their hands, several miles a day, and return to their parents in the evening.

4905. Are the Parish schools supported by assessment?—They are part of the church establishment, and are supported by a tax levied on and paid by the proprietors of the soil.

4906. Do you suppose that if there was not a tax, there would be sufficient zeal upon the part of the people to support these schools by voluntary subscriptions?—I conceive that in Scotland the parish-school system has shown for a century and a half its great utility in innumerable practical instances, and perhaps the strongest practical example of its benefit is, that it gives rise to numerous subscription or proprietary schools, established in addition to the parish schools in parishes which are either too large, or where from circumstances the parishioners have become dissatisfied with their schoolmaster; such voluntary schools prove the immense advantage of the others, and as education is an artificial want more than a natural desire of mankind, it has been from the earliest times the object of every civilized government to pay the greatest attention to it, and to establish it in every way possible.

4907. Then you think that an organized system of national education, superintended either by the State or by the Church, or by both, and supported by regular legal contributions on the part of the country, would not interfere with the exertions of private individuals?—I conceive that it is the best plan possible, when it is checked or controlled to a certain degree by not allowing any legislative enactment to interfere with voluntary exertions.

4908. You do not think that giving to the Parish school the advantage of being supported by assessment, would in any way damp the exertions of the public in supporting schools by voluntary subscription?—In many places it certainly would; in others it would not.

4909. It is understood that in general bounties act upon other articles as prohibitions; and may not the same observation be extended to schools, that where one school is favoured by the Government, another school competing with it will labour under disadvantages?—In the first stages of such a measure, supposing schools to be introduced all at once into a country, that previously had none, there can be little doubt that voluntary exertion would be paralyzed by the established schools. But I conceive the advantages of education to be such, that wherever they are experienced, the voluntary principle will very soon break out and assist the established schools by additional ones, which I take to be supporting the general cause of education.

W. Knight, Esq., LL.D.

24 August 1835.

4910. Do you think that a national education, supported by the State and by the different localities, would interfere with voluntary subscriptions in any great degree?—I have no doubt that a legislative measure might be brought into useful operation of the following nature: that each parish or small district in any country might receive an endowed school, of which Government should pay one-half, or one-third of the endowment, upon condition of the inhabitants providing a school-house or paying the rent; and in fact the Scottish system differs little from this; for the maximum salary of the schoolmaster is at present only between 20*l.* and 30*l.* regulated by the prices of grain; and the schoolmaster looks for payment for the rest of his income to the goodwill of the parishioners who send their children to his school, but who may and in several cases do set up an opposition school at their own expense when they are not pleased with him.

4911. You think that assistance given in a regular uniform manner by Government, and under the control of a superintending body, if not carried to too great an extent, rather encourages than discourages the voluntary system?—Certainly; with this exception, that I think the assistance of Government would be most useful if it were confined to not more than half of the amount of the income of the schoolmaster.

4912. Admitting the principle of contribution, would it not be a more convenient mode of arrangement, that the Government should give the land and build the school, and afterwards leave to the parish by assessment to support it?—I consider that giving the land, and erecting the school, are in most countries things of little consequence as to amount of value compared to the annual endowment which the Government ought to secure to the schoolmaster.

4913. Are you aware that it is found in Ireland to be the chief obstacle to the establishment of schools, they are willing in general to subscribe to the school, provided they could get a proper building, which, however, requires a considerable first outlay for the purpose?—I conceive, that if the buildings of the school were to be constructed on as cheap a plan as they are in Scotland, their price will be scarcely worth consideration in a plan of national education.

4914. The school-house for 400 would cost about 500*l.*, the permanent support of that school would cost from 50*l.* to 100*l.* a year; do you think it is more easy to obtain 500*l.* in the first instance, than to procure from 50*l.* to 100*l.* in subsequent years?—I conceive, that in countries like ours, a considerable sum, as 100*l.* or so, may be raised at first to encourage or originate a school; but that annual subscriptions would, in most cases, gradually diminish in a course of years. In Ireland it is certainly an obstacle, that from the great amount of the population, the size or number of the schools in a parish would cost considerable sums. In Scotland a school-house is often a miserable thing; it is restricted by law to two apartments; (that is to say, the landed proprietors are not obliged to provide more), upon which there has been a very absurd dispute, for it has been held by several landowners, that in consequence of two apartments being mentioned in the Act of Parliament, there ought to be no more in any case.

4915. Do you mean to convey to the Committee, that you think an adequate school-house for 400 children could be built for 100*l.*?—No, I conceive it could not be built for less than 500*l.* in most situations.

4916. Then in the case mentioned, supposing the school-house to cost 500*l.*, do you think the Government should advance that 500*l.*, or should it be left to the chances of voluntary subscription from the locality?—In cases where so large a sum as that is required, I think it hard upon the individuals to have to pay for it; but it is my opinion, that such great schools could be of little use in country places.

4917. What would be the average number you think likely to frequent a single school?—I think that if a single school is frequented by more than 50 or 60, the schoolmaster can do little good to many of his scholars.

4918. Then if this be the case, in a large and populous parish you will require several school-houses, which will increase the expense considerably?—I consider that if the Government established a small salary for the schoolmaster, and gave him a school-house and necessary apartments for himself, his success would soon be such that numerous other schoolmasters and school-houses would follow, supported entirely by the people in the parish themselves.

4919. So that no matter how large the population may be, or how great may be the extent of the parish, you think that if one school of the small dimensions of which you speak were established by Government, there would be no need of any further assistance from Government, and that all the other school-houses that might

might be required in that parish, would be provided by voluntary subscription?—In many cases I have no doubt they would, judging from Scotland, where in many large parishes a subscription goes on; in other countries, where the advantages of education are less felt, the result might be different.

4920. If in a small parish one only is sufficient, in a large parish will not two be required?—There can be no doubt of that, and therefore I think that Government might give useful assistance; but that still everything should be done to allow the voluntary principle to aid in conjunction with it, for this tends to interest the population in favour of education.

4921. It is not meant that every school in the parish should be supported by the Government, but that a certain number of schools might be built by the Government and supported by assessment; would that meet your views?—Certainly, with this exception, that I am naturally prejudiced in favour of the Scottish system of burdening not the occupiers but the proprietors of the land, as a means of giving independence and stability to the system of education; it gives independence by interesting the landlords of the parish in electing the schoolmaster.

4922. Do not you think that could be equally attained by requiring that the landowners in the parish should contribute to the support of the school, leaving to the Government to build the school?—In a country which, from its population, requires very numerous schools, and new school-houses in most or all its parishes, I see no objection to that arrangement.

4923. Another difficulty has been found in establishing schools, namely, the difficulty of obtaining land; would you recommend that the land should be given by the Government at its own expense to the parish, for the erection of the school, or would you leave it to the chance of this or that landowner contributing it for the public good?—It is essential that the legislative enactment should provide a site for the school in the best situation.

4924. In cases where public institutions are required by law, or roads or any other public works of a similar kind, powers are given by Act of Parliament to acquire the land, on compensation being made at the same time to the proprietor for its loss; would you see any objection to a similar measure for the purpose of providing land for schools where the proprietors were not willing to come forward of themselves?—I should think it altogether unjustifiable not to compensate any landlord for the land taken from him, should he require such compensation.

4925. If he were so compensated, you would see no hardship in requiring that he should give the land, if in an advantageous position for the school, and if it did not interfere with his demesne?—Not the smallest; for it would be bestowing a great advantage on his estate.

4926. In arranging the assessment for the support of schools, you would have it fall exclusively upon the proprietors of the land, and never upon the occupiers?—Yes; and for the following reasons: because the occupier of the land is a less stationary person than the proprietor, because the proprietor is in fact more interested than the occupier, and may be supposed to be a person of superior information; and because the payments for endowing the schoolmaster would be so small, that the trouble and expense of collecting them would be too great if they were paid by the occupier.

4927. Do you contemplate a contribution by the occupiers, through the medium of fees, to the schoolmaster?—I conceive that the schoolmaster cannot be of much use in the parish if he is not paid chiefly by the fees he receives from the scholars, because, when education is given to the lower ranks gratis, I think experience has shown that they do not set the same value upon it as when they pay something for it, however small. To make payments for education, too, tends to raise the parents in the scale of independence, and to stimulate the diligence of the schoolmaster. At the same time it ought to be the business of the Legislature, or of the parties on whom power is conferred, to keep all school fees as low as possible.

4928. There being some children in the parish whose parents have not the means of paying fees, how would you deal with them?—They ought to be admitted gratis; in some cases persons in better circumstances might be invited to pay for them.

4929. Would not that establish in the school two classes of persons, a paying class and a non-paying class, or the rich and the poor?—There is some inconvenience certainly in that; but I conceive the number of the non-paying class would not in many cases be great.

W. Knight, Esq., LL.D.

24 August 1835.

4930. Would they not be considered by the others in the light of paupers, and is not it proved by experience that in many cases they have been treated with contempt in consequence of this feeling by their schoolfellows?—I have already alluded to that inconvenience; at the same time, even in some colleges where a portion of the students pay lower fees in consequence of holding exhibitions, no inconvenience of the sort is experienced; and there, from the age of the students, it might be expected to occur in a higher degree.

4931. You would require in all cases, however, that the schoolmaster should be paid, if not by the parent, by some one who should take upon him to pay for the child?—I do not see any great inconvenience in a few being admitted entirely gratis; or a power being given to every proprietor in a parish of sending gratis to the schoolmaster any children whom he might select as proper objects of his benevolence. My idea is, that education is always valued more in proportion as something, however little, is paid for it.

4932. Would you restrict the number that the proprietor should send?—Certainly.

4933. Would you make it depend upon the amount of his contribution?—It would naturally, in practice, come to be dependent upon it.

4934. If it were left unlimited, and every proprietor were permitted to send what children he thought proper, would it not be imposing a burden upon the schoolmaster without adequate remuneration, and so far be practically an injustice?—Undoubtedly it would.

4935. Would you think it a more eligible arrangement that the schoolmaster should be paid entirely by assessment, and that the school should be open to all parties, rich and poor, gratis?—I think that, in practice, this might be liable to far greater abuse than the plan which I have above stated, of supporting the schoolmaster partly by a payment from the land, while he derived the greater part of his endowment from fees, and chiefly for the following reason, that the schoolmaster would thus be made too independent, and be exceedingly liable to become careless of his charge.

4936. Is it the practice in Scotland to charge only the heritors with the assessment?—With regard to the schools in Scotland, when a school-house is to be built or repaired, or when a schoolmaster's salary is to be appointed, the payments are solely from the land; the tax being levied by the heritors of the parish, who, together with the clergyman or minister, are the patrons of the school, under the inspection and control of the Presbytery.

4937. Do you think any other means might be adopted to stimulate the diligence of the schoolmaster, besides the fees from the scholars?—Several means; such as placing him under some control from the clergyman and heritors of the parish, who might attend annual examinations, give prize books, and, in proportion as they were pleased with his exertions, reward him by some present, as well as distinguish particular scholars who displayed ability, in other modes.

4938. Supposing it were in the power of the superintending body to promote him from an inferior to a superior school, with higher emoluments and greater distinction, would not that be a still stronger stimulant than what you have just mentioned?—It certainly would.

4939. And that if there were a regular gradation from the lowest school up to the college professorship, that the hope of promotion to these different grades would act almost without the application of fees in stimulating the exertions of the teachers?—There can be little doubt that it would, in some cases; but since the number of higher situations would be very small, compared to the number of schoolmasters, that circumstance would necessarily limit the effect considerably.

4940. At present is it usual in schools to promote a teacher from an inferior to a superior school?—It is extremely common to find a clever schoolmaster, who has distinguished himself in an inferior school, translated to one of more emolument.

4941. Do you find it act beneficially upon the teachers?—Upon teachers of ability and energy it certainly does.

4942. What is the usual fee paid in Scotland per week by the scholar?—In parish schools in agricultural parts of Scotland, the fees are seldom or never paid by the week, but by the quarter; and generally for English, writing, arithmetic, mathematics, geography and Latin, they do not average more than from 2*s.* 6*d.* to 5*s.* a quarter. In schools in manufacturing cities, on Bell and Lancaster's plans, the custom has been introduced of paying weekly at the rate of 1*d.* or 1½*d.* for each scholar, but in these the instruction is nearly altogether confined to reading,

writing and arithmetic. It is to be understood that the principles of religion are taught in all such schools without any separate charge.

W. Knight, Esq., LL.D.

24 August 1835.

4943. Does the schoolmaster collect those fees himself?—In the parochial schools the schoolmaster collects the fees, and they form, as has been stated, in most cases, the greater part of his annual income. In schools under the management of committees and directors, the schoolmaster also generally collects the fees, but accounts for them to the managers of the school.

4944. Has that necessity of going round to collect the fees produced any inconvenience to the master, or any collision between him and his scholars?—I have not had much experience upon that head; in our schools at Aberdeen, I believe it has produced very little inconvenience, owing however chiefly to the personal ability of the individuals who have had the charge of them. The masters do not go round to collect the fees, which are brought them by their scholars or their parents.

4945. In a parish where the parents of some of the children should pay well, and the parents of others pay ill, do you think it not probable that the master would make a distinction between the good and the bad payers?—He would be a bad master if he did.

4946. Is not such a risk to be apprehended?—Such a risk is certainly to be apprehended in some cases, but I cannot conceive that it can be provided against by any general enactment.

4947. Could it not be obviated by the directors or the committee of the school collecting it as in the Prussian schools, and paying the gross sum to the master, according to the number of children in the school?—Not having attended before to that mode of collecting the fees, I am not qualified at the moment to give an opinion; if the schoolmaster displayed any improper favouritism on account of paying fees, it ought to form a grave charge against him in any court to which he might be amenable.

4948. Would it not be more judicious to avoid the chance of such delinquency?—Most certainly, if practicable.

4949. Do you see any inconvenience arising from the collection of the fees by one of the directors, and paying them to the master, thus ridding him of the necessity of making the application personally, consuming a great portion of his time?—I do not perceive that any great inconvenience would arise, or has arisen in practice, from the schoolmasters collecting the fees themselves; and I may add, that the plan of a director or a person appointed constantly receiving them, particularly if they were collected so often as once a week, might appear to interfere with the authority of the schoolmaster; but the question is solely of a practical nature, and is altogether new to me.

4950. Were such evils as those mentioned actually to occur, would it not be an advisable arrangement to preclude their recurrence in future?—Undoubtedly.

4951. Would it not tend to produce a greater harmony between the teachers and the taught, if no money transaction of any kind was likely to take place between them?—The fees hitherto payable to schoolmasters have been frequently regarded in the light of a gift or honorarium, and have been often larger or smaller in proportion to the circumstances of the parents. It is impossible to prevent favouritism from breaking out in some cases between a schoolmaster and his pupils; in such cases the schoolmaster is almost invariably to blame, just as he is to blame when he does not keep up sufficient order in his school.

4952. Ought it not to be the duty of the governing committee to diminish the causes of favouritism as much as possible?—Certainly, in so far as they can do so consistently with the imperfections of human nature.

4953. Do you think that that arrangement would not tend very much to diminish the spirit of favouritism?—I have no doubt that, under judicious management, it might have that effect; at the same time I have known no experience of it.

4954. By whom is conducted the management of the parochial schools in Scotland?—The schoolmasters in Scotland are by law amenable to the Presbytery of the bounds within which their parishes are situated; and from their decision there is no appeal to the higher church courts; a circumstance of which of late years they have frequently complained; their cases are almost the only ones which are not carried by appeal through the succession of these courts; and, I believe the only reason which I have heard for it is, that the courts might be so pressed with appeals, that they could not have time for other business.

W. Knight, Esq., LL.D.

24 August 1835.

4955. Is there any other body in concurrence with the Presbytery for the local government of the school?—There is none other effective; the Presbytery have the power of visiting, and they visit the schools annually; the minister of the parish often visits his school, and powers have been claimed, but, as far as I know, have never yet been defined, although the schoolmasters have of late years made attempts to get them exactly bounded, by laying cases before counsel.

4956. Is there any local body, independently of the presbytery, for the management of the schools?—Each schoolmaster is, as above stated, under some kind of control from the heritors and minister of the parish; but there is no effective power vested in them, but, as far as I understand, in the Presbytery alone.

4957. Do the heritors form a committee, or has every heritor a right, in virtue of his contribution to the school, of inspecting and interfering with its management?—All have the right of electing the schoolmaster; but it is not the custom for them to interfere in the management of the school, except by complaining to the Presbytery when any gross case happens.

4958. Have they the power of inspecting the school?—They have no legal power of controlling, which is lodged with the Presbytery, which visits yearly all the parochial schools. Most clergymen also visit the voluntary schools in their districts, but they have no legal power of interfering with them, as far as I know.

4959. What is the number of the Presbytery in general who inspect the schools?—A Presbytery in Scotland is a body varying from about 10 to about 30 members in number.

4960. Do the whole Presbytery visit the schools in rotation?—They may all do it if they please, but generally only a few attend on an appointed day, to visit the school, when a quorum is formed.

4961. What number of parochial schools, upon the average, are under each Presbytery?—There are about 80 Presbyteries in Scotland, and nearly 1,000 parishes; the division of Presbyteries, like that of the counties, is unequal; there are thus about 12 schools under each Presbytery, on the average of the whole of Scotland.

4962. Do they visit upon a particular specified day, or when they like?—It is their custom to visit upon a previously appointed day.

4693. Do not you think that that tends to prepare the school for that particular moment, so that it can hardly be considered a means of preventing abuse?—Some preparation will most likely be made, and the scholars will be the better for the pains necessary for it; otherwise, it is to be considered as the regular annual inspection of the school.

4964. Do the heritors assist at this inspection of the school?—They frequently attend it; but the clergymen are generally the examiners.

4965. Do the elders in general take an active part in the inspection?—At any visitation of schools at which I have been present, I have never seen any of the elders taking an active part; they almost always leave it to the clergyman, and for a very obvious reason.

4966. Do the visitations continue at each school for any considerable time?—For some hours on the appointed day.

4967. What is the course adopted during the visitation?—The classes in the school are examined at greater or lesser length; written specimens of their progress in some branches are presented; the visiting clergymen have an opportunity of observing the progress of the different scholars during the preceding twelvemonth; questions are put *vivâ voce* by the visitors; and the whole, in any instances where I have been present, is so conducted, as to exhibit to all the scholars the two facts, that their progress is watched by and known to the Presbytery, and that both the schoolmaster and they themselves are under the control of that body.

4968. In whom is the appointment of the schoolmaster?—In the heritors and the clergyman of the parish.

4969. Is it required to have the confirmation of the Presbytery to the appointment?—Before the schoolmaster is admitted to his office, he must undergo an examination, conducted by the Presbytery.

4670. In general the person elected by the heritors is accepted by the Presbytery; have you known any instances of collision between the two bodies?—I have not known many instances of the Presbytery rejecting any person.

4971. Is any examination held by the heritors previous to the appointment of the teacher?—I believe only in few cases; most commonly the heritors become the patrons of some deserving young man, whom they appoint to be schoolmaster, and who is then examined before his admission by the Presbytery.

4972. Is the patronage often abused; is it made a matter of canvass by persons who are not qualified?—I am afraid that there may be cases where it has been abused.

4973. Is it not a very common practice in Scotland, that a clergyman begins by being a schoolmaster?—That is considered by many as one of the most useful parts of our ecclesiastical system. It is a custom not so much known in the south as in the north of Scotland. In the north of Scotland, (meaning the whole country to the north of Montrose,) many students of divinity who have received university education, hold parish schools for a few years; a comparatively small number of them remaining in that situation beyond the age of 25 or 30.

4974. Is it not found that the circumstance of their appointment as schoolmasters being considered only temporary, has a tendency to make them look to other avocations and to other studies and pursuits, rather than to those in which they are immediately engaged?—Their acting as schoolmasters certainly is a mean of their rising in the world, and obtaining better situations; and I think that from their being fresh from ending their own education at college, they are, upon the whole, well fitted for the instruction of youth. At the same time it is to be observed, that the temporary nature of the appointment to schools is in a great degree the consequence of the extreme poverty of the living. If you had a larger living, you would have a more permanent schoolmaster. In the southern parts of Scotland a considerable proportion of the schoolmasters have not had an university education, and are consequently in so far inferior to those in the northern parts.

4975. Practically, is the period which a young minister spends as a schoolmaster, considered by those who afterwards have his appointment as a minister in their hands, a state of probation. Is his advancement in the Church at all dependent upon the way in which he has conducted himself as schoolmaster?—It is common for many young men destitute of fortune to teach parochial or subscription schools during the four or five years which they are obliged to attend the divinity halls in the Scotch colleges; they often continue to teach these schools after they have been licensed to preach, or have become what is called probationers, not being ordained clergymen. This is conceived in Scotland to form an useful training for their parochial duties when they obtain parish churches.

4976. Though it may form an extremely useful training for the minister to have undergone the office of schoolmaster, is it found practically to be of advantage to the schools to have a person placed at the head who looks upon the employment in which he is engaged merely as a temporary one, and who naturally therefore turns his mind to other thoughts and other studies?—I have no hesitation in saying that there is here a defect in the Scottish system as at present conducted; but the whole has been modelled by practical circumstances, of which the chief are the poverty of that class of students from which a great part of the ministers of the Church of Scotland is drawn, and the smallness of the schoolmasters' endowments. It is easy to conceive a better system, but it would be a far more expensive one, and adapted to a richer country.

4977. When you speak of many of the schools in the south of Scotland, not having the advantage of teachers who have gone through an university education, might not that object be obtained by making it a qualification for the appointment of schoolmaster in any parochial school, that he should have undergone an university education?—I have always lamented that in the whole of Scotland there is no situation connected with schools which requires university education or honours as a *sine qua non*.

4978. There is no previous qualification of a literary nature required for a teacher?—There is no previous qualification to which you can give a special name, such as university standing, but the Presbytery is the sole judge of the qualifications of the candidate; and their course of examination is confined to the subjects which he is to teach in the school. In Scotland those subjects in the parochial schools are reading, writing, geography, arithmetic, some mathematics and Latin; but there are many parochial schoolmasters, particularly in the southern parts of Scotland, who are not Latin scholars, and some also in the northern.

4979. Do you consider an examination of the description you have spoken of as a good criterion, taken by itself, of the capacity and qualifications of the teacher?—Since the examination is conducted by men, all of whom themselves as ministers of the Church of Scotland, must have had university education, I conceive that, upon the whole, it is a fair examination.

W. Knight, Esq., LL.D.

24 August 1835.

4980. Admitting the fairness of the examination, do you think that the examination is a good criterion of the powers or capabilities of the teacher as a teacher?—An examination, even when well conducted, can only be considered as a good criterion of the knowledge of the person examined, but cannot be viewed as giving any notion, except in a very limited degree, of the manner in which that person may use his knowledge in teaching. There have been various plans adopted at some examinations in order to get a knowledge of the manner of teaching, as well as of the information of the candidate. At some, where I have been present, a class has been formed which the candidates were desired to examine upon a specified subject, putting such questions to them as they would do if they were teaching; but the power of keeping up order and attention among the scholars, it scarcely seems possible to discover by any method of comparative trial hitherto introduced.

4981. Do you think it requisite that some guarantee should be given that the candidate for the appointment should have received a previous course of education, directed entirely to qualify him for his peculiar situation as teacher?—I conceive that it would be in the highest degree useful, if all schoolmasters, either before or after becoming candidates for schools, were obliged to attend for a few months some teacher qualified to instruct them in the most approved mechanical methods of conducting education, as to order, discipline, arrangement of subjects, and hours and modes of examination.

4982. Do you not think that education, depending upon a knowledge of the general operations of the mind, no matter how young you may begin, it requires a considerable degree of previous study and acquaintance with those operations, to qualify the teacher to take advantage of them in the course of his instruction, and that two or three months will not be adequate for that purpose?—It would depend very much upon the previous education of the candidates; if they were, as in the northern parts of Scotland, seldom appointed schoolmasters till after they had passed through four years of a college course, including moral science, it would greatly facilitate their progress in any such Normal school as has been recommended.

4983. In a country where this was not practicable, either from the expense of university education, or from the distance of the university, would you recommend some substitute for it, by an enlargement of the Normal course, either in a school especially instituted for that purpose, or in courses attached to the other institutions?—Such an enlargement of the Normal course as would bring up the candidates to a level with those who have received university education, would, I conceive, occupy as many years, and be as expensive as the university education itself. I also think that it would tend to detract from the real nature and efficiency of a Normal school, which I conceive should be chiefly occupied with giving instructions as to the *manner* of conducting education.

4984. If the Normal school were so constituted as not merely to afford that instruction in the manner of teaching, but also to give the knowledge necessary to be communicated to teachers, would not the objection you have just referred to be obviated?—It certainly would.

4985. In a country where university education is expensive, and Normal education could be, by the assistance which Government could give, rendered cheaper, would you prefer a Normal school to such an education in the university?—In a country so circumstanced, I would; as a proof, I may adduce the Normal schools instituted half a century ago by the Emperor Joseph, which have answered very well in Austria.

4986. In a country where university education is cheap, and easily obtained, would not you recommend that the teacher, after having gone through a course of instruction in the university, should have opportunities of carrying his knowledge into practice by means of a model school attached to such university?—Yes; but with regard to Scotland, I think that one Normal school in Edinburgh might suffice for the whole of the country, chiefly for the following reason; because if the schoolmasters had passed through university classes, they would have had numerous opportunities of observing the different practical modes of management pursued by various professors in their respective departments, and could benefit accordingly.

4987. Would you apprehend from a special Normal school any danger of the education becoming too special and too professional, and do you think that that danger would be obviated by having a course attached to the university where

the students would have opportunities of frequent communication with persons destined for different professions?—An university education has so many advantages, particularly in giving a knowledge of all the sciences, and imparting to the mind a feeling of charity towards all branches of the knowledge of man, that nothing in the constitution of a Normal school ought, I conceive, to be allowed to interfere with that great principle.

4988. If such institutions were in operation, would you require it as a qualification for a teacher, that he should have passed through such a course of instruction before he was appointed?—Certainly.

4989. Under whose jurisdiction would you place such a Normal school?—I have not considered that question, and I do not recollect at present any body in Scotland in whom the control of such a Normal school should be vested.

4990. You think then that a superintending body of some kind would be advisable?—I should think that without it no Normal school could be of any great utility; its teacher ought to be responsible, like other teachers.

4991. Do you think that the having passed through a preliminary course of education should be certified by conferring any diploma, or putting the name in any public list, in the case of teachers, as in other professions?—I should think that few things could be of higher practical utility than that.

4992. And that being done, you would leave the local body managing the school to choose from such list its teacher?—Yes.

4993. Would you extend that to other professions, besides the profession of teaching?—Certainly, to many other professions.

4994. Would you think it a desirable arrangement with respect to persons, for instance, appointed to Government situations?—I have long thought it extremely proper, in order to connect together the education of a great country like this, with all its other institutions, that no person should be appointed by Government to any situation of above a certain amount of annual income, without having gone through a specified course of education, and without having submitted to an examination sufficient to ascertain the degree of merit which he held in the seminary where he was instructed. I would not confine it to college education alone, but to instruction wherever it was had.

4995. What advantages do you think would result from that arrangement?—The advantages would be the following: First, a higher standard of merit belonging to the officers of Government, as such; consequently a greater confidence placed by the public in them; then, the great encouragement presented to individuals of education to rise from lower to higher situations; lastly, the extension of education, arising from the circumstance that such persons, if holding incomes not under 300 *l.*, 400 *l.*, or 500 *l.* a year, would naturally bestow the best education in their power upon their own families, as the surest means of their succeeding in life.

4996. Do you see any inconveniences arising from such an arrangement?—I cannot at present anticipate any; on the contrary, I should anticipate from it a great good.

4997. Are you aware that such a system has been adopted in other countries?—I believe in Prussia, and in Denmark. I believe in Denmark it extends even to officers of the customs.

4998. Do you think it would be any hardship upon the individual, or any limitation of the patronage of Government?—It would certainly be a limitation of the patronage of Government, but a limitation of a most useful kind; and, as to hardship upon the individual, I conceive that the increased and increasing wealth of this country tends to render such a measure more imperative now than at any former period of its history. I also conceive that, supposing such educated persons to fail of obtaining situations under Government (which might happen from the too great number of applicants), numerous other situations exist in which that preparatory education would be of the greatest possible service to them. Thus, to take an example from Scotland, of the licentiates of the church within the last hundred years, probably less than half have obtained livings in it; but the rest have almost all become useful in different ranks of society.

4999. Do you see any good reason why, a qualification being required for the profession of a physician and for that of an ecclesiastic, that a qualification should not be also required for any situation under Government?—I can conceive no reason why a qualification should not be required proportioned to the nature of the

W. Knight, Esq., LL.D.

24 August 1835.

duties and the extent of the responsibility. Hitherto in this country such qualification, if required at all, has been chiefly a money qualification.

5000. Supposing that the institution you speak of were in existence, and retaining the other arrangements at present in force for the appointment of teachers in the Scottish parishes, would you have any objection to the establishment of a general superintending body, in the nature of a board of national education, with powers to confirm the appointment of teachers, to require annual reports, and to apply the public grants to the purposes of public education?—I am against the originating any authority which would constantly and perpetually interfere of its own accord with the teachers of any class; but I am firmly convinced from experience that an authority lodged, for the purpose of appeal, in a central body, would be of the highest possible utility to education.

5001. If it was found desirable to establish a Normal school in Scotland, would not you think that a proper body also under which to place such Normal institution?—In the first instance it would naturally fall under such a body; and, as I have already mentioned, I do not recollect any body at present to whom the control of such a Normal school could be entrusted.

5002. Do you think the General Assembly would be a proper body under whom to place such an institution?—As a Normal school, such as is proposed for Scotland, would confine its objects to the modes of teaching, and would not, I conceive, interfere much, if at all, with the subjects taught, I do not see any strong link of connexion between it and the General Assembly.

5003. Has not the General Assembly appointed a committee of education?—They have, but I am not aware of the particulars respecting it.

5004. You are aware that they receive reports from the schools in different districts of Scotland?—I know that they receive reports of all the schools in Scotland.

5005. Then would not you think such a committee qualified to see that the management of the Normal school was good?—Since the parochial schools of Scotland have always formed a part of the church establishment, it might perhaps appear invidious not to give the General Assembly some connexion with the Normal school; but the reports made to the General Assembly of the state of each school in Scotland, refer, I conceive, not to the mode of teaching the school, or to the efficiency of the schoolmaster, but solely to the number of scholars and the subjects taught. I have not, however, seen any of the more recent reports.

5006. Do you see any difficulty, from a body so constituted, in selecting a committee of education fully qualified to discharge all the duties of a national board of education?—I conceive that the General Assembly could very easily supply such a committee, because that body comprehends not only clergymen, but also a considerable portion of the educated laymen of Scotland.

5007. Would you apprehend that the selection of the committee entirely from that body might excite the feelings of the dissenters from the Established Church against the schools and against the system of education?—Before the institution of the voluntary church associations in Scotland in the autumn of 1832, I was not aware that any of the religious sects in Scotland had objections to the parochial schools on the head of religion; but since that period a spirit of opposition to any schools in Scotland in connexion with the Established Church has certainly arisen, although I believe it to be chiefly confined to some of the larger manufacturing towns, and to be as yet in its infancy.

5008. Could not this difficulty be obviated by a mixed body, selected for the superintendence of education, in which the feelings and opinions of the different religious bodies of which Scotland is composed would be represented?—There is an objection to that from the following circumstance; that the dissenters of Scotland are as yet chiefly confined to particular districts and to large cities, there being whole counties in which there are few or none; while such members of the board, admitted to act along with the established clergy, would necessarily act for the whole of Scotland.

5009. Is there any arrangement in towns, of a similar kind to that which exists in the country parishes, for the management of the schools?—In the various towns and royal burghs of Scotland, the magistrates are commonly the patrons of the parish schools; in the smaller burghs the ministers sometimes act along with them; in the larger the clergy are generally called in only to visit the schools. In one city only, as far as I know (Aberdeen), have the masters of the town schools been chosen by comparative trial for two centuries past.

5010. In

5010. In building a school in a town, are the inhabitants assessed for the building and the support of it?—I believe, never; the endowment of the schoolmaster and his school-house are almost always provided from the common good or funds of the town under the direction of the magistrates, or from funds which have been in many cases left to the magistrates for the special purpose of education.

5011. If such funds do not exist, do they assess?—I am not aware of any direct assessment for parochial schools in Scotland, in cities or towns.

5012. Are any of the funds applied to them a portion of funds raised by assessment?—I am not aware of any particulars on this head; it is not unlikely that in some cases there may.

5013. Some towns have greatly increased of late, Glasgow for instance, and in those towns schools have been established to a very considerable extent; are any of those schools supported by public funds?—The great cities of Scotland, which are Edinburgh, Glasgow, Aberdeen, Perth and Dundee, have all, from their increase, outgrown the original endowments of the schools established in them by their corporations in former times, and the deficiency has been made up chiefly by subscription, voluntary, or proprietary schools.

5014. Are the subscriptions found adequate to the purpose?—I believe that in all those cities there is not much deficiency of education compared with other places, but the subscription schools are perhaps the most inconsiderable part. The voluntary schools are those which are established by a schoolmaster at his own risk, and they generally succeed well or ill according to his abilities or mode of teaching. The proprietary schools are those where a number of persons select a schoolmaster perhaps only for a few years, seldom giving a salary or even a school-house, but engaging to make up a certain annual sum in the shape of fees. By all these means these cities have kept up a great quantity of education; but from the want of regular endowments, a deficiency of education may certainly be apprehended to be on the increase. I may remark one great advantage of endowed schools over any other kind, and that is, that it has always been the custom in Scotland for the patrons to control the amount of fees taken by the schoolmasters in them, whereas in other schools the master is often allowed to charge what he pleases; hence our endowed schools are almost always the cheapest, and that is an additional argument for increasing the number of such endowments.

5015. Do you find any hostility to the system of supporting schools in Scotland by compulsory contribution?—There are certainly cases where the heritors of a parish have not given the schoolmaster such encouragement, by raising his salary from the minimum to the maximum, as might have been expected.

5016. In general, however, the population of a country is favourable to such mode of arrangement, inasmuch as it must necessarily tend to diminish the school fees?—Yes; the school fees are from that circumstance uncommonly low in Scotland.

5017. The burden then falls principally upon the rich, and it is after all no very great burden?—It is a very small one, certainly.

5018. Do you think the arrangement for the parishes, upon the whole, is more eligible than that pursued in the towns?—I do; particularly when it is controlled, as it is in practice, by a voluntary school, whenever the parochial schoolmaster is unfit for his duty.

5019. In a parish which had increased in population, and where the school was not sufficient, are the heritors required to establish another school?—The law, I believe, allows them to do it, and I know many instances where it has been done, and where the original schoolmaster has merely a little more salary than each of one or two others who are endowed in the same parish.

5020. But as they are not required to found more than one school, is not that injurious?—It would certainly be better if there were a distinct legislative enactment for the purpose, adapted to large parishes.

5021. Is there not another advantage in a general superintending body, that it may obtain information of the progress of education in the different educational establishments of the country, and communicate that information in return, which cannot well be done if there is no body of the kind?—Undoubtedly, it may.

5022. Is not it advantageous also to have to a certain amount a power of check and control over any abuses that may creep into the schools?—I conceive that no schoolmaster, teacher, or professor, ought to act without a proper system of responsibility and power of appeal.

5023. Can this control be exercised more advantageously than by inspectors educated

W. Knight, Esq., LL.D.

24 August 1835.

educated expressly for that purpose, perfectly acquainted with the methods of education that are best adapted to the several *locales*, and making not regular stated visits, but coming from time to time and reporting upon the state of the schools to the central board?—For schools such an arrangement might certainly be made practically very useful, provided that the inspectors were always accompanied by members of the Presbytery, or others connected with the immediate vicinity.

5024. Do the schools in Scotland give reports of their proceedings?—Every schoolmaster may be said to report once a year when his school is visited.

5025. Do they keep minutes of their proceedings?—The Presbytery keeps minutes.

5026. Are those reports published?—I am not aware of their being so, except they may be in the general reports published by the General Assembly.

5027. Would you think it advisable that reports should be given from every establishment of a literary nature in the country once a year to Parliament?—I cannot see any objection to it; many of the universities of the three kingdoms have for a long time published statements of honours, prizes, order of merit, and similar circumstances, whence much information can be derived.

5028. Would not that give the public an opportunity of judging of the progress of education, and the defects existing, and thus furnish data for legislation, or any measures that might be found desirable to adopt?—It would certainly supply accurate statistical data on education, which have been in most cases a desideratum hitherto.

Robert John Saunders, Esq., called in; and Examined.

R. J. Saunders, Esq.

5029. WHAT situation do you hold?—Inspector of factories.

5030. When were you appointed?—In September 1833.

5031. Under the New Factory Bill?—Yes.

5032. In what part of the country have you been engaged?—My district includes the following counties: Leicester, Derby, (except the High Peake hundred,) Nottingham, Lincoln, Northampton, Essex, Norfolk, Suffolk, Rutland, Bedford, Cambridge, Hertford, Buckingham, Middlesex, Kent, Surrey, Sussex, Hants, Berks, Dorset, Devon and Cornwall, and parts of the counties of Wilts, Somerset, Oxford and Stafford: so that I have an extensive district, but very few factories in it.

5033. In the course of your visits, have you directed your attention to the education of the humbler classes employed in factories?—Only to the younger classes employed in factories.

5034. What is the regulation prescribed by the law upon the subject?—That no child under 12 at present (after the 1st March 1836 it will include all under 13) shall be employed in cotton, wool or flax factories, without attendance at school for two hours each day of the preceding week; such attendance to be proved by a schoolmaster's ticket delivered to the manufacturer, and produced to the inspector upon being required.

5035. Are the manufacturers aware of that clause in the Act?—It has been fully and repeatedly explained to them.

5036. Have the manufacturers complied with that provision of the Act?—The manufacturers avoid it where practicable, by discharging the younger class of children, and taking older ones into their employment; but wherever children continue to be employed, I have enforced the education clause to the utmost of my power.

5037. Do you find any objection on the part of the manufacturers or of the people?—Both on the part of the manufacturers and of the parents of the children; I consider the objection on the part of the manufacturer to arise more from the inconvenience attendant on the changing hands in the middle of the day than from any other cause; such change of hands being necessary from the reduced hours the school classes are permitted to work.

5038. Do you think that any objection arises from hostility to instruction on the part either of the manufacturers or of the people?—Such an objection has been made, but decidedly so in very few instances. In general the manufacturer seems desirous of having the persons better educated than they are at present.

5039. Do they consider it as an oppression or a grievance that the law should require compulsorily such education?—The manufacturers have universally considered it oppressive; but I attribute this feeling in a great measure to the partial operation of the present law, which affects but a limited part of the population, viz., those children only who are employed in certain mills and factories. If the law was less partial in its application, and included all children of a stated age, I think

I think some regulation on the subject would be generally and almost universally approved of.

R. J. Saunders, Esq.

24 August 1835.

5040. Have you heard that opinion expressed by others besides manufacturers?—I have not had much opportunity of consulting others, but from the opinions I have heard, I should state it as general.

5041. Have you heard them object to it on the ground of its being an infringement of their personal rights, requiring that their children should attend at particular hours?—This objection has certainly been made by both master and parent, increased no doubt by the partial operation of the present law. The parent feels this, especially in those cases wherein he desires to employ his children in the same mill or factory with himself, while another parent, who is not employed in a mill subject to the Act, though carrying on the same or nearly similar processes, is enabled to employ his child without restriction of hours or compulsory education. To explain this more clearly, I will state the cases of two weavers: the one in the mill can only employ his child, in quill winding, on an average, eight hours daily, and is obliged to prove that he attends school two hours daily; whereas the other weaver, working in his own house, or even in a shop with many others, may employ his child free from all restriction. These and somewhat similar cases frequently occur in other branches of manufacturing labour.

5042. The objection then is not so much to education as to the privation of a certain portion of the time and labour of his children, and the additional expense which one class is obliged to incur, from which an other class is exempted?—Exactly so.

5043. If that injunction was extended to all classes of manufacturers in the town, the same objection would not exist, as far as one body of manufacturers were concerned?—No, it would remove a great many of the objections that I have had made against the operation of the present Act.

5044. Would not you apprehend that if such an enactment were made, the manufacturers in a body might complain of the grievance in reference to the agricultural portion of the population, who would still continue exempted from such compulsion?—Certainly, especially in the agricultural villages in which there may be one or more factories situated, and I have a great many such in my district.

5045. Can you state any instance?—I have two factories in Northamptonshire, one at Isham, another at Burton Latimer, and several in country villages in the counties of Devon and Dorset. In most or all of these cases the mill-owners are apprehensive that the joint operation of compulsory education, and restriction of the hours of labour, will add much to the inconvenience they suffer from want of hands at those seasons when the farmer can employ persons of all ages.

5046. Did the manufacturer compare his position with that of the agriculturist?—In the cases I have last alluded to, the mill-owners can only have meant to compare their situations with the agriculturist, because they only come in competition with him in the labour market.

5047. If a better arrangement were made than that provided under the Factory Law, would you conceive that that objection would still exist?—The objection on the part of the manufacturer, with respect to the change of hands, from the limited number of hours that the children could work, would still exist; but the objection on the part of the manufacturer, as regards the partial operation of the Act, would be greatly removed.

5048. If it were extended to the whole population, would not the objection on the part of the parents altogether vanish?—It would remove some of the objections now made; but to remove all objection, great facilities should be afforded to parents to secure the education required.

5049. Did you ever hear that those manufacturers or parents refer to the compulsory education of itself as a grievance, unconnected with their manufacturing employment?—Yes, certainly; in some few instances.

5050. What were their objections to it; did they think that education ought to be left to the choice of the parents?—The choice of the school is left by the Factories Act to the parents, they, therefore, can make no objection upon that score; but some have objected to any interference with a parent, as to the manner in which he should bring up his children, considering it to be an infringement on his natural rights.

5051. If the compulsion merely extended to this, as it is in Prussia, that the child should be educated, but left to the parents the choice of the education, do you consider that any great opposition would be made to it?—I should think not.

R. J. Saunders, Esq.

24 August 1835.

5052. With respect to the apprehension that it would be resisted, and thus bring education into discredit, have you found any reason to apprehend that?—Certainly not.

5053. Even supposing that some hostility might exist at the outset, would you suppose that that hostility would continue after one generation?—Certainly not.

5054. Can you give any instances of schools being established in factories in consequence of this regulation?—I have several factories in which schools have been established; the largest is at Mr. Strutt's, at Belpes and Milford, in Derbyshire. Mr. Strutt had always been favourable to education, and had established Infant and Sunday schools long before the Factories Act came into operation; he has since extended that to the education of all between nine and 12 for two hours in each day, which consisted of upwards of 100 when last I visited his factories. He had been apprehensive of more difficulties than he has practically experienced since his arrangements have been perfected. Silk manufacturers are not obliged to receive any proof of their children being educated, and they are authorized to employ them 10 hours in each day. Several silk manufacturers, at the commencement of the Act coming into operation, had, however, construed the Act as enforcing education on their younger classes, as well as on those in cotton, wool and flax-factories. This was the case with Mr. Ward, of Bruton, who determined in consequence to establish a school on his premises; and he assured me at my last visit, on the 30th of April last, that he was so perfectly convinced of the advantage both to the operatives themselves and to himself as their master, that nothing would induce him to give it up. In his school he educates about 80 children for an hour and a half of each day. Mr. Ward, at Netherstowey, sends his younger classes a mile to school every day; and he authorized me to assure other silk manufacturers that he considered the improvement in the conduct of the people so great, as to recompense them for any expense they might incur in their education. Mr. Willmot, of Sherborn, also educates the children employed in his factory, by sending them daily to a school in the same manner that he would do if the Factory Act had made it compulsory, and he was perfectly satisfied with the improvement which they had made, and determined to continue its enforcement. Messrs. Tillard & Draper, at Wilne cotton mills, have also satisfactorily established a school close adjoining to their mills. I could also mention other cases by reference to my papers.

5055. Where those schools have been established, the parents of the children have made no objection?—I have heard of none. The great objection on the part of the parents is the expense of school, or the alternative that their children are turned out of the mill, their places supplied by elder hands.

5056. From what you have seen of the manufacturers, do you expect that, in proportion as their experience and knowledge of the results of education extend, less hostility even will be shown than has been shown to the introduction of education?—The advantages which have resulted from some schools that are established in my district are such, that I am strongly urging upon all manufacturers similar establishments, confident, in so doing, I am advancing the real welfare of both master and operative.

5057. Where you have made this communication, have you found much objection on the part of the manufacturers, or seen much incredulity as to the advantage of such institutions?—I cannot say that I found much incredulity with regard to the advantage, but there has always been a great fear of the expense and trouble.

5058. If Government assisted in any way in establishing the schools, would it be an inducement to the manufacturers to support them in their establishments?—I think certainly so, if any practicable scheme could be adopted without interfering much with the hours of ordinary labour.

5059. If Government were to establish such schools in manufacturing districts, common to all manufacturers, and requiring only a certain sum for their repair or the salary of the master, would that arrangement be acceptable to the manufacturers and to the parents of the children?—Such a regulation would be very acceptable in all cases where the manufacturer cannot get a sufficient supply of hands old enough to work the whole day, and would much facilitate the enforcement of the present law, especially if compulsory education were made more general.

5060. A system

R. J. Saunders, Esq.

24 August 1835.

5060. A system, then, of education which would tend to establish schools, requiring merely for their support a small contribution, and extended to all classes of the community, you conceive would be acceptable?—Certainly.

5061. What are the advantages which have been most conspicuous in the schools established in the manufactories of which you have spoken?—The children become more orderly; and particularly at Bruton, Mr. Ward assured me that he had got as much work from them in the 10 hours now, as he used to do from the 11 ½ hours which he used to employ them.

5062. Are their moral habits improved by this education?—Compulsory education is at present confined, under the Factory Act, to the younger class of children, merely those under 12; and has been in operation for so short a period, that it is impossible to speak decidedly as to the effect upon their moral habits. I may state, however, that a better class of people, who would never have thought of sending their children to factories where there was no education, have sent them where schools have been established, as at Mr. Ward's, when they found the children were to be employed a shorter number of hours, and that a portion of the day was given to education.

5063. Are two hours a day found sufficient?—Mr. Ward assured me that an hour and a half he considered enough; and he has made that limitation because it agrees with the time that all the other people leave the mill.

5064. In agricultural districts, do not you conceive that even the agriculturist most employed can afford two hours a day for his child's education, without any great interference with his agricultural pursuits?—It must depend upon what time of the day the school is open; that is one of the difficulties with the manufacturers now. The national schools require the attendance of the children from nine to four or five. If the manufacturer's children are to be educated, the schools should be open both later and earlier. The evening is the most favourable time.

5065. Would you extend that observation to the agricultural population?—Certainly.

5066. You think, then, that schools intended for the education of the lower classes should be adapted to the convenience of the scholars?—Certainly so; any arrangement would be valuable that would facilitate the education of children with the least possible interference with their ordinary labour, and thus enable them to unite habits of industry with education.

5067. As there are portions of the year in which the agricultural population are not so much employed as in others, might not the education destined for the lower classes be extended at that period, and restricted at the busy periods?—Such an arrangement would be highly advantageous.

5068. If such an arrangement were made with a view to give the full advantage of their labour to the parents in the agricultural districts, do you think there would be a greater anxiety for education than exists at this moment?—I consider, so far as I am able to judge of the agricultural districts, that the people are favourable to education, and that children, and even adults, would attend schools if they were open of an evening, that are not able to do so now because the parents cannot dispense with their earnings.

5069. Would you consider a compulsory system of education unjust which did not attend to that particular?—Certainly.

5070. You would not consider two hours out of the 24 too great a subtraction from the labour of the child in the agricultural districts?—I should think that two hours will be quite sufficient education in each day, and perhaps it would be better to say averaging two hours, so that in the winter they may have a longer time.

5071. You think they could be easily spared from their occupations for that time?—I think so, for that time.

5072. Do you find that schools are much wanting in the districts which you have visited?—My inquiries have not gone to the extent of ascertaining how it is in the agricultural districts. In towns there is generally, so far as I have been able to learn, a good opportunity for every labouring man to get his children educated; but then, under the existing regulations, it must be at the total loss of its labour. In many country villages wherein mills and factories are situated, I have been assured by the manufacturers that there was no school the children could attend; but frequently this may have arisen from the hours selected, rather than there being no schools.

5073. What is the course of education pursued in the schools you have visited?—I have not gone into minute inquiries with regard to the course of education

R. J. Saunders, Esq.

24 August 1835.

education adopted. It is natural to expect that the duties I have to perform, and the provisions of the Act I am required to enforce, do not meet with the approval of all who are subject to them. I have therefore been anxious to limit my inquiries hitherto as much as possible to what is actually required, hoping hereafter to extend them more satisfactorily and beneficially into such details.

5074. Has it been found that the education that has been pursued in those schools has had a material effect upon the families of the parents and the parents themselves?—Those schools have been for so short a time in operation, that it is impossible to speak of their effects.

5075. Are there other establishments connected with those manufactories for the education of adults, such as Mechanics' Institutions?—At Leicester there is a Mechanics' Institute, and another at Derby; but such establishments do not come under our particular notice. The inspectors have lately been requested to make some inquiries relative to them, which we shall do.

5076. Is it found that the operatives employed in those factories pay any attention, in their intervals of labour, to reading?—Mr. Ward, at Bruton, has established a lending library in connexion with his school, the books of which are much sought after by all classes employed in his mill; and I have heard the same of similar establishments, but I have no detailed information on the subject to give.

5077. In the schools that have been established for the manufacturers, is the education confined merely to reading and writing, or are they taught drawing?—In the schools established under the Factory Act they have not gone beyond reading and writing.

5078. If the Government were to make it conditional, upon grants of money for education, that the school should be supported afterwards by an assessment upon the parish, or by a stated sum paid from the wages of the manufacturers, do you think that such a proposal would be agreed to?—Various manufacturers, when first the compulsory clause of the Act came into operation, applied to me to obtain some assistance from Government towards the establishment of the necessary schools; but no sufficient communications have passed to justify me in concluding that such a plan would be willingly agreed to.

5079. Supposing that Government were to say to the manufacturers, if you will agree to pay a certain sum for the salary of the teacher, and repair the school when required, we will agree to find a school; do you think that such a proposition would be acceptable to the manufacturers with whom you are acquainted?—Such a proposition was originally submitted to me by several manufacturers at public meetings; but not being authorized to encourage parties to expect assistance from Government, I was not able to submit any scheme to them. When first I visited Leicester to explain the operations of the Act, I met the principal manufacturers, and several proposed to come under some such engagement. They considered it the only practicable means of getting the children in the factories educated.

5080. If it were advisable to adopt that arrangement in the factories, do you see any reason why it should not be extended to agricultural districts?—The principal difficulty in agricultural districts would be the want of sufficient population to justify it, or to supply the means; the population is so scattered.

5081. When the Factories Regulation Act was passed, was there any arrangement proposed for the assessment of the population for the support of the school, provided, upon the other hand, that the Government built the school?—When the Factories' Regulation Act was under the consideration of Parliament, provision was made in the Bill, as it passed the House of Commons, by which a deduction was to be made of 1 *d.* from each 1 *s.* of the child's wages; and the inspector was authorized, if that was not sufficient for the establishment of schools, to assess the parishes for the deficiency; but these clauses were altered in the House of Lords.

5082. In whose hands is the appointment of the masters of the schools?—The Act gives the parent the choice of the school. A clause still exists in the present Act, by which the inspector is authorized to procure the establishment of schools where required, but without placing any means at his disposal. That is the twenty-second section which now stands in the Act.

5083. So that the application which the manufacturers made was one perfectly justified by the provision in the Bill, which requires the inspector to establish schools, but does not provide the means?—Yes.

5084. Do you think that the population in towns or in the manufacturing dis-

tricts would object to such an arrangement, provided the assessment was in a great degree thrown upon the rich?—I certainly think objections would be made to it; a certain portion of the expense should, I conceive, be borne by the parent. From what I have observed of the feelings of all, and especially the poorer classes, I should say they always value that most which they have themselves purchased, so far as their means will afford.

R. J. Saunders, Esq.

24 August 1835.

5085. Have you found, from your acquaintance with the lower classes, that they appreciate much more any system of education which they have themselves contributed to found and establish, than one which is given by a particular patron?—With regard to its operation upon education, I cannot speak so decidedly; but with regard to sick clubs, or clubs for providing medical advice and medicines, I have found that they always prize these most to which they are subscribers themselves.

5086. If the villages were required to contribute in a rate proportional to their rental for the establishment of schools, would you think that such an arrangement would be acceptable or not?—I have not had any opportunity of forming an opinion on the subject. One great difficulty would be, all parties approving of the description of education.

5087. Do you think that difficulty is insuperable?—It is a subject of great difficulty, but I should think and hope not insuperable. Many manufacturers have urged that the best way of making education compulsory, would be to require persons to attain a certain proficiency before they should be allowed to work in a factory, rather than after they are in the factory to curtail their hours of labour.

5088. If that suggestion were extended to other occupations besides the manufacturing, particularly to the higher situations in the country, do not you think it would operate in a very powerful manner, not only upon the extension of education, but upon the improvement and amelioration of the courses of instruction adopted?—No situation in life should, I humbly conceive, be filled without the person undergoing such examination as to prove that he was properly qualified for the duties.

5089. If that system were followed up universally, would it not in itself operate as a compulsory law of education to a certain extent?—No doubt.

5090. Even if a compulsory law were introduced into the country, provided it was extended to all classes, you would not apprehend any hostility on the part of the people?—There might be some hostility, but it would not, I conceive, be general, and would gradually be removed as its advantages became apparent.

Martis, 25° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

William Knight, Esq., LL.D., called in; and further Examined.

5091. YOU are acquainted with the course of instruction pursued in the elementary schools in Scotland?—I am.

Wm. Knight, Esq. LL.D.

25 August 1835.

5092. What subjects of instruction does that course usually comprise?—The reading of English (from learning the alphabet up to English grammar and composition), writing, arithmetic, geography, some mathematics, and Latin; in a good many parochial schools in the north of Scotland, Greek is also taught to a small extent.

5093. Is there any school intermediate between the elementary school and the university?—There are no schools which properly deserve that appellation excepting a few academies or boarding-houses, conducted by private individuals, and where the subjects of study are the same as in the best conducted parochial schools.

5094. Are not the grammar schools intermediate schools between the elementary and the university?—The grammar schools, or those confined to the study of Latin, exist only in the larger cities of Scotland; the number of scholars there has for many years given rise to a separation of Latin from the other subjects which are taught along with it in the parochial schools of the country.

5095. In the majority of elementary schools is Latin taught?—In the majority of the parochial schools of the north of Scotland, Latin is taught; indeed I may say in by far the greater number.

Wm. Knight, Esq. LL.D.

25 August 1835.

5096. Is every pupil who enters the school obliged to go through a course of Latin, as well as English and arithmetic, or is it left to the option of the parents to select what portions of education are most agreeable or useful to the individual?—It is left entirely to the option of the parent or the individual.

5097. What is the proportion in general in those schools that learn Latin?—The number learning Latin is always very small compared to the number attending the more elementary branches of education, and in many schools the number is very few; perhaps not above five or six out of 60 or 70 scholars, for instance, in a parish of ordinary population. But still those few have the means of coming forward to a college education by the instruction they get in Latin from a good schoolmaster.

5098. Where Latin is taught, is it usual to have an assistant besides the master?—I believe that to be the case very rarely; it is no doubt a drawback upon any master to have to instruct through so large a range as from elementary reading up to Homer or Virgil; but it is done by many, notwithstanding.

5099. In such schools, then, are there several classes, or are those classes divided?—Every schoolmaster naturally divides his pupils into as many classes as the subjects of teaching and their progress require.

5100. What portion of education is considered obligatory upon all pupils entering the schools?—No particular portion of education can properly be considered as obligatory upon their entering the school; the whole amount being entirely dependent upon the circumstances of the parent, and his ability or willingness to pay for a longer or shorter period for the attendance of his children, more than upon anything else. If any part should be deemed obligatory, it would be that part which is connected with moral and religious instruction, and which is commonly given on Saturday in most of the schools.

5101. Is not reading considered obligatory upon all?—Of course no progress can be made without it; but it is not viewed in the light of obligation or compulsion.

5102. What is the course pursued in teaching to read in those schools?—It is extremely common in Scotland for the child to get the elementary part of instruction in reading from its mother; although this is not always the case: the child is thus somewhat advanced before it is sent to the parish school. The schoolmaster pursues, in most cases, the simple plan of putting the child into a class as nearly as possible of his own standing or acquirements, and carries him on in that class, or removes him to a higher one, according to his progress. In some of the parochial schools monitorial plans, as they may be called, are followed; but in most of them the instruction is communicated directly by the schoolmaster himself.

5103. That is to say, the individual method is followed in most of those schools?—It is.

5104. When the school is numerous, and there are several classes, does not the teacher find extreme difficulty in teaching the whole of the school, and when occupied in teaching any one class, in keeping the other classes in order?—There can be no doubt that these are great drawbacks upon the system of a school where several subjects are taught; but in practice the plan has been found to answer well, and to accommodate itself to the circumstances of the parents, who are in general poor.

5105. Are you acquainted with Mr. Pillans's work on School Discipline?—I read it on its appearance.

5106. He observes that, in general in the schools in Scotland, from the number of pupils and the individual method being pursued, there is generally a great degree of listlessness and want of regularity and order amongst the pupils; does your observation lead you to confirm that opinion?—My observation tends to confirm that opinion in many cases; but, on the other hand, a clever, industrious schoolmaster can effect a great advancement of his school by a regular disposition of his time and classes of teaching, even when all the usual subjects of education are taught, and I have known many such.

5107. When the teacher is occupied in teaching one class, is not it very difficult to keep fixed the attention of all the other classes, particularly where the children are very young?—In schools of the common kind it is always understood that the scholars are confined in the school, not only during the time when they are receiving instruction, or when the master is examining their progress, but also during all the time which they require to get their lessons; and the more elementary the school and the subject, the less portion of time is generally devoted to it by the scholars when

out

out of the school; when the subject becomes less elementary, or of a higher kind, then it becomes essential for every good scholar to attend to his subject when out of the school, as well as within it.

Wm. Knight, Esq. LL.D.

25 August 1835.

5108. But is not it found by experience, that where a number of children get together, it is very difficult to keep their attention fixed upon any subject of reading, unless assisted and directed by the teacher?—I believe that every good schoolmaster falls, after a short experience, upon simple habits of order, and of employing the good scholars to improve others of deficient ability; and that this has been always the case in every school in all countries, wherever the schoolmaster had any right notions of his duty.

5109. Is not that in fact the monitorial system; not carried out perhaps to its full extent, but applied as necessity requires?—Yes; and when I had conversations with Dr. Bell and Mr. Lancaster, during their visit to Aberdeen in the autumn of 1815, I showed them their plans in several books. Lancaster's plan of monitors is a system which has occurred to almost every schoolmaster who has kept proper order even in schools of no great numbers of pupils; Bell's plan is developed with great minuteness in Guallatiere's Travels in Greece in the 17th century; he describes it as put in practice by a schoolmaster in Athens. Bell and Lancaster did much good, however, by proposing simple plans, to be executed upon a large scale, and by these means allowing many thousands to receive some education in large cities, who would otherwise have been altogether deprived of it.

5110. Have you observed this inconvenience, arising from the monitorial system, that where the school is numerous the monitor in general, from being too young or not sufficiently informed, is not calculated to advance the pupils, and thus his duties become limited to simple repetition, without in any degree advancing the intellectual qualities of the pupil?—I certainly have observed that to be the case; and I may add, that while the monitorial system has obvious advantages in very large schools, it has also very obvious defects, among which might be enumerated the difficulty of finding monitors who can act in place of the schoolmaster completely, both in communicating instruction and in keeping order.

5111. Has not it degenerated, in fact, in many instances into a mere mechanical abridgment of labour?—I have not the least doubt that it has, and the same may be said of any infant schools which I have seen; the plan of repeating the same thing is carried still further in them. Another disadvantage of the monitorial system is the following: it tends to reduce all the scholars who are under the care of any one monitor to a level, and thus to carry on the instruction no further than will suit the lowest ability in that monitorial class. By this means little is learned by a boy in a monitorial school after he has been there two or three years, compared to what has been learned by him during the first 12 months.

5112. Inasmuch as education principally depends upon the knowledge which the teacher has of the operations of the mind, and the best manner of developing them, do not you think it follows of course that children, who have no knowledge of such operations, are totally incompetent to develope the understandings of their pupils?—Undoubtedly they are.

5113. So that wherever it was possible, it would be advantageous that the master himself should teach, and not the monitor?—Certainly, in order to remove every difficulty which may occur to the pupil, and to answer every question which his curiosity may prompt him to put. Were a mode of instruction, apparently perfect, to be proposed for the human race, it might be said that a single well-instructed person would be requisite to take charge of each individual; but as that is impracticable, the next best plan seems to be to give this instructed individual certainly not too great a number; and to proportion his own abilities to their number, and to their respective powers of mind.

5114. What number of pupils do you think one master could teach with advantage?—If the master were teaching but one or two subjects at the same hours, and these of the most elementary kind, I should think that he cannot bestow effectual benefit on more than 50 or 60.

5115. Do not you think that 50 or 60 would be rather a numerous class for a single individual, and still more so if they were divided into several classes, and were of various ages?—I have been speaking with reference to what I conceive to be a very arduous task; I conceive a schoolmaster, managing a school of 50 or 60, if he does it well, to have one of the most arduous employments in existence.

5116. Such a system as that you recommend would require of course a great number

Wm. Knight, Esq. LL.D.

25 August 1835.

number of schools?—Yes; but such must always of course be dependent upon the circumstances of the country, and of the parents.

5117. It would entail considerable additional expense in carrying on the machinery of education?—Very great, particularly if all the usual subjects were not taught at one school.

5118. Do you think the circumstances of the country will admit of such additional expense?—I have very little doubt but that, upon the plan which was mentioned yesterday of a legislative provision in part, say to the amount of one-third, the parents, incited by the prospect arising from good education, paying in fees the other two-thirds, the whole might be made a practicable thing in England, and also in Ireland.

5119. In cases where it was found difficult of accomplishment, would you not then think that the monitorial system would be necessary?—I conceive the monitorial system to be chiefly useful in manufacturing cities, where, for the sake of greater cheapness, many thousands of children acquire elementary education.

5120. Where the monitorial system was found necessary in consequence of the poverty of the inhabitants, and the number of children, could you suggest to the Committee any means by which it might be made more perfect than it is?—The means by which I think the monitorial system in Bell and Lancaster's schools might be made more perfect, would consist in giving to the oldest and best scholars of the school, for remaining a year or two longer in it, some small payment, by means of which they could in fact become assistant-schoolmasters of an inferior class, under the immediate direction of the master.

5121. But supposing it was found difficult to obtain these assistant-teachers, or that it was too expensive to employ them, how would you improve the monitorial system?—I have no remedy for that, excepting the not continuing any children in large schools of many hundreds beyond the first year or 18 months, and then transferring them to schools where a smaller number, say 50 or 60 at most, would be taught.

5122. But supposing those smaller schools were not to be found, and you were limited to the monitorial system, what arrangement would you adopt to improve it?—I have no farther suggestions to offer.

5123. Do you think the suggestion of Professor Pillans, of giving extra lessons to the monitors that might be chosen, and which plan was adopted by the Abbé Girard, in Switzerland, would not considerably remove the evils attributed to the system?—I cannot think that would be of much use, except the lessons were given to monitors of a superior age.

5124. In case they were of higher age, and chosen from higher classes, and received this additional instruction, do not you think that, under the eye of the master, always visiting the classes from time to time that were instructed by the monitors, most of the evils of the system might be removed?—I conceive that such a plan might tend to remove part of the evils; but that a number of them would still remain. I think that no monitorial system is conducted well, if the master does not, at every meeting of the school, observe frequently every monitor and what all the scholars in the class under him are doing.

5125. In the school under the Abbé Girard, he was in the habit of passing from one class to another every 10 minutes, and observing the manner in which the monitors discharged their duty; would not that be a check upon any negligence or incapacity that might be evinced by the monitors?—It is the best check with which I am acquainted.

5126. With such check and such precautions, would you object to the application of the monitorial system in such schools where a great number were congregated together?—By no means; because I consider that the monitorial system does good to those who cannot get a better education. But Mr. Lancaster gave it out as useful for teaching mathematics to a considerable extent; this, when attempted, has certainly been a failure.

5127. But supposing the suggestions which have been just made were adopted, would not a class of monitors then be provided fully competent to teach the problems which might be given to the younger pupils?—Yes; but with this drawback, that such monitors, on account of the poverty of their parents, would be withdrawn from the school probably as soon as other children, were no advantage held out to them to continue longer.

5128. Is there any objection on the part of the parents of the pupils in Scotland

to

to allow their sons to be employed as monitors in the schools?—I have never heard of any; on the other hand, they regard it as an useful distinction.

5129. Professor Pillans mentions in his work, that he found considerable hostility on the part of the parents, on the ground that they had no idea that their children should be employed in teaching without pay, while others were paid for teaching?—I have not heard any such objections in Aberdeen. I know that there are many parts of England so ignorant, that (as Mrs. Hannah More has recorded, when she began her school improvements in the neighbourhood of Bath, nearly 50 years ago) the country people understand by a school, a place where their children are to be paid for receiving education.

5130. What system of punishment is adopted in the parochial schools in Scotland?—The best schoolmaster will always adopt the least quantity of punishment; at the same time that he may not wish to be deprived of the power of expulsion for very great offences, and of disgracing his scholars in the eyes of their fellows for lesser ones. These, I believe, are the chief punishments adopted.

5131. Are corporal punishments used in the schools?—I think not very often; their use is upon the decrease; expulsion and disgrace are the principal. At the same time the schoolmaster thinks it in many cases necessary to have the power of inflicting personal chastisement, although he may not use it except in rare cases.

5132. What rewards do they generally confer upon the children; do they take places in class?—Constantly, at every lesson.

5133. Do you consider it a good arrangement, to take places for superiority in study?—I consider it essential.

5134. Do you think it right that they should take places in class for attention to moral duty, greater regularity in attending school and greater obedience?—As in practice better attendance and obedience at school may be connected with inferior acquirements, it would be of little use to connect any taking of places with these qualities.

5135. Do you think it would be injurious to make the taking places a test of moral qualities?—Suppose a class to exist where all were of pretty nearly equal abilities, I conceive it improper to make moral qualities a test of merit, because the ascertaining those moral qualifications could not be made with the same accuracy as the mental ability, and because it might tend to inoculate the young mind, at an early period of life, with a hypocritical feeling.

5136. Do you think it well to encourage a spirit of emulation amongst children?—I think there can be no school, nor even any private family, in which emulation does not exist as a natural element of the human mind; it requires encouragement and control.

5137. Have you seen any evils resulting to the moral constitution of children from the over-encouragement of emulation?—That is a subject upon which much has been written, and many, like Cowper in his *Tirocinium*, are inclined to view all emulation as envy. I have never, in any experience I have had of teaching, seen reason to adopt that notion, excepting in very rare cases.

5138. Do not you find in the higher classes of schools that this emulation is studiously brought forward for the purpose?—I conceive that emulation is more harmless, and indeed more useful to the mind, the higher the subject of education and the older the student, because it can then be corrected, if in excess, by the development of other moral powers; and that therefore it is more useful in colleges than in schools, just as it is more useful in subsequent life than during the period of education.

5139. Have the evils that are attributed to a spirit of emulation evinced themselves strongly in collegiate education?—I have never found any such evils, but in the most trifling degree.

5140. Have you found considerable advantage resulting from the existence of such a spirit?—I have observed very considerable advantages to result from it.

5141. Has it afforded a strong stimulant to the industry of the individuals?—I have known innumerable instances in which it has done so.

5142. You would not, therefore, altogether exclude it?—I would do every thing to encourage it, and, where necessary, to control it.

5143. Are periodical examinations held and prizes given in the parochial schools in Scotland?—An annual examination is always held in the presence of the Presbytery, and prizes are given in some schools, but I believe hitherto not in many, from the want of funds; the schoolmasters, from a small pittance, cannot be supposed to afford them. In cities it is different; there prizes are generally

Wm. Knight, Esq. LL.D.

25 August 1835.

provided by the schoolmasters from emulation with each other, or they are supplied by the magistrates and patrons of the schools.

5144. Do the heritors give any?—In the parochial schools I am acquainted with I am not aware of their giving prizes, except in a few cases; but the disposition to bestow them is on the increase.

5145. What are the books that are generally used in teaching reading in the parochial schools?—Of late years the schoolmasters in Scotland have generally been using series of useful selections, which are published in Edinburgh by a committee of their own body, the intention of which is to form a staple series of books for the parochial schools of Scotland, and also to assist in forming some fund from the profits of the sale. I believe ten or more such books have been published.

5146. Is that society recognized by the General Assembly, and do they allow the use of those books in the schools?—I am not aware that the General Assembly has interfered with the books used in the parochial schools, nor is any schoolmaster obliged to take the books of the Society of Schoolmasters, which is an incorporation for the sake of providing annuities for their widows; and it is a committee of their number which has conducted the publication of these school books.

5147. Can you mention the titles or names of any of the school-books that have been published?—I cannot give the exact names, but they are generally called Selections; they are numbered 1, 2, &c. up to 10 or 12.

5148. Has not Scott's Speaker and other collections of that kind been usually adopted in most of the parochial schools hitherto?—From 1780 to 1800 one of the most common books used in the parochial schools of Scotland for reading was Masson's Collection; then Scott's Lessons in Reading, and his book entitled "Elocution," became favourites, being a great improvement over such books as Masson's; and I conceive that the society's books have been an improvement upon Scott's, as far as I have examined them.

5149. Were not those collections composed of extracts from such poets as Milton, Young and Shakespeare?—All such books contain portions from these writers.

5150. Do you conceive that such reading is at all calculated for elementary schools?—For the sake of economy in Scotland, it has been always thought desirable that a book should last as long as possible; and such books as have been mentioned contain all sorts of reading, from the most elementary prose to the highest classes of poetry and eloquence.

5151. What do you conceive to be the effect upon the minds of the children of such inappropriate reading?—I think it is improper to allow children to read imperfectly what they have afterwards to read more completely at a subsequent period of life. At the same time it is a pity not to give scholars an opportunity of making an effort to understand many of the fine passages in the poets alluded to.

5152. Are those books adopted generally in the schools?—Some or other of them universally.

5153. Are they considered a great improvement upon the former books?—They certainly are; I conceive that in fact with regard to some of them very little remains to be done. They give a great choice to the scholars and to the schoolmaster.

5154. In teaching English, do they require in these parochial schools any accurate knowledge of the words?—They require the scholar, according to the improved methods followed for several years past in the Scottish schools, to understand the meaning of the word, and in many cases to learn its etymology; and when they go on to grammar, to know what part of speech every word constitutes, and its government, &c. so as to parse the sentences in the completest manner.

5155. Is this the usual system in the present Scotch schools?—It is the usual custom in every school with which I am acquainted in Aberdeen and in many of those in the country.

5156. Is not, however, the old system retained in many instances, of teaching the child to read without reference to the meaning of the words?—In a good many it is.

5157. Do you think that in general a child is capable of understanding the meaning of many passages in the Old Testament?—There are cases where he is not, but from my own experience (having read the whole of the Bible from the beginning to the end once, and the greater part of it a second time before going to an

Wm. Knight, Esq. LL.D.

25 August 1835.

an English school at the age of six), I have not the least hesitation in expressing a strong opinion, that notwithstanding a few chapters of names, which no mother or person of any sense would think of not passing over, a child can derive from the historical and poetical parts of the Bible a mass of information and knowledge which will be of the greatest utility to him in subsequent life, abstractedly from any higher considerations.

5158. Take a chapter in Isaiah, or another in Ezekiel; do you think a child of eight years old would comprehend some of those chapters?—Certainly not altogether; but he might partly comprehend, and even be struck, for example, with one of the noblest chapters in Isaiah, that in which the glory of the Supreme Being is described as descending in a sensible manner and filling the Temple.

5159. Would he understand from that chapter anything more than some vague idea of the glory of God coming down; do you think he would comprehend either the phraseology or the allusions, or the general character of the passage?—He might not; all would depend upon his age and progress; but he might be led to recollect in future life the passage which interested him, and it would probably lead him to further inquiries.

5160. Is not the very contrary result generally found with respect to other books, that in proportion to a half-knowledge of the subject, there is generally a disinclination to resume that subject, except under very particular circumstances?—There can be no doubt that that is partly the case; and hence one of the evils of those modern systems which attempt to bring down science too much to the level of those ranks which have defective education.

5161. Would you think it a judicious course to take a child, whose mind was not yet developed, at the age of eight, and compel him to study the first or second book of Euclid, though admitting that he might get some general outline of the nature of the propositions?—It would be very absurd to do so; I consider that education is best conducted, when the subject is brought to the mind at such an age that the scholar is able to consider it completely; and that all attempts to give an imperfect knowledge of a science, to be afterwards learned more completely, tends to blunt that spirit of curiosity which is a part of the human constitution intended to improve us. To this, however, an exception must be made with regard to the knowledge of moral and divine things; because some knowledge of these is necessary, from very early youth, for the sake of human conduct; and, secondly, because no complete knowledge of these is attainable by man in his present state; he must always be peculiarly in a state of learning on these subjects.

5162. But because man cannot attain a perfect knowledge of the Scriptures at any period of his life, is there any reason why a child should be compelled to study passages in the Scripture, which he only does not understand because he is still a child, and which he would perfectly understand if he were allowed to read them at a later period?—There is much truth in that remark; but still I adhere to the opinion that it is useful to accustom the child to read, to a great extent, in the Scriptures.

5163. As there are passages in the Scriptures which are of such a difficult nature as to require the understanding of the reader to be fully developed; and as there are other passages in the Scriptures which require much less development, such, for instance, as some of the historical portions of the Old Testament, or some of the parables of the New Testament; or do not you think that those portions which are within the comprehension of a child it would be very proper to select from the Scripture to teach the child?—I am decidedly of opinion that those parts of Scripture ought to be given first, and I believe it is commonly done.

5164. You would see no injury likely to result to Scripture knowledge, or to a veneration of the Scripture from making those selections?—I see on the other hand a very great advantage; it would naturally lead the child to investigate and reason the more, the greater quantity he understood.

5165. Would you call such selections for the use of children a mutilation of the Divine Scriptures?—I conceive it would be unfair to call them so, unless some part of any single passage were left out; where the whole of any passage is given, it is not a mutilation, but a selection.

5166. Would you say that extracting the passage of Hector and Andromache from the Iliad of Homer, and giving it to a class of children to learn by heart, was mutilating Homer?—Certainly not; the children would understand that it was a selected passage, and in the same way with the Bible.

Wm. Knight, Esq. LL.D.

25 August 1835.

5167. Would you say that the extracting of the parable of the Prodigal Son from the Gospel of Saint Luke, was a mutilation of that Gospel?—I would not.

5168. You think, then, that the accusation of mutilating the Sacred Writings, as applied to selections from them, is an inappropriate term?—I certainly think so.

5169. And that such selections, instead of doing harm to the religious feelings of the child, would be the best way of developing them at that moment, and tend to encourage him to read the Scriptures more profitably hereafter?—I conceive that the history of Joseph, and many other parts selected from the Old and New Testaments, form the very best earliest reading for young persons.

5170. Has not it been the custom in the Scotch schools to read the Scriptures straight through?—I am not aware of its having been done so completely as the question implies in all our parochial schools; at the same time it has frequently been done, from the poverty of parents, not being able to supply other books.

5171. It is mentioned by Professor Pillans, that in some cases the children have been required to read the Scriptures right through, and that the result has been, that by the time they are about to leave school, they have not got further than some of the chapters in Leviticus. Do you think that is an useful mode of inculcating Scripture truth?—Surely not; but I should conceive that to be an extreme case; like another circumstance mentioned by the same writer, of the scholars in some schools finding the Bible too heavy a book to hold in their hands.

5172. Are there not passages in the Scriptures which are not quite calculated for the instruction of children, take for instance certain passages in Genesis, in Ezekiel, the Song of Solomon, &c. &c.; would you consider that such passages were quite proper to place in the hands of youth?—I have been led to consider that subject always with a view to its practical bearing; any passages of the nature alluded to are but few in number, and it may be supposed that, if read, they pass unobserved amongst a mass of far more important matter. I ought to add that in every school-book of an elementary kind which I have seen used in any Scottish school, or which, as far as I know, has been used for a century back, such as the ancient book called "Reading made Easy and Diverting," selections from the Scriptures are to be found.

5173. Would you separate religious instruction from the instruction given in schools?—I would not. I conceive that education, to be of use to the lower ranks, must be in a considerable degree a religious education, so that they may found their moral duties upon religious principles.

5174. Do you think that that religious education may not be given with the same efficacy out of the school, by the pastor of the place?—Practically, there is an immense advantage in the same man communicating both intellectual, moral and religious instruction.

5175. What is the practical advantage?—The scholars look up to him for one part of instruction, and would, therefore, be more disposed to look up to him for all. Next, no church that I am acquainted with, not even the church of Scotland, has been able to instil religious instruction into the young by the direct efforts of its ministers, without a regular system of school education. I am aware that in many parts of England and Ireland there are clergymen of the Established Church, who before or after Divine Service on Sundays, ask questions of the children of their congregations. In Scotland there is almost nothing of that, because the duty of the schoolmaster supersedes it. Sunday schools have been introduced apparently for the purpose of separating the religious instruction from that given in ordinary schools; they were proposed by their founder, Mr. Raikes, as a substitute for something better, viz. for the instruction by parents in the family circle, which, from the increase of manufactures in large cities, it was found was going into disuse.

5176. Is not it found in many cases that instead of being employed with their families at home, they are found in the street and frequenting the gin-shop, and indulging in various dissipations?—Undoubtedly; and I conceive the Sunday-school system not to have led directly but indirectly to part of that result, by giving the parents the notion that they were too much relieved from responsibility as to the conduct of their children, by their being sufficiently taken care of as to their religious instruction in Sunday evening schools.

5177. But in cases where those Sunday evening schools do not exist, is not it found that the conduct of the parents is quite as bad, and that they are found frequenting those places of excess, particularly in manufacturing towns?—I am afraid that a great portion of the parents must, when employed in manufactures, be in those circumstances for a long time.

Wm. Knight, Esq. LL.D.

25 August 1835.

5178. In the answer that you have given with respect to the greater efficacy of the instruction of the teacher over that of the clergyman, you seem to imply that the schoolmaster more effectively discharged one of the most important duties of the clergyman than the clergyman himself; would not that lead to the conclusion that the clergyman, so far as the children were concerned, was comparatively of no use?—I know many instances in which the clergymen pay great attention to the children of their parishes; they examine them frequently, in addition to the instruction of the schoolmaster; but at the same time the duties of a clergyman are certainly in a great degree incompatible with his teaching a school for a great many hours a day, except he be of the lower class of curates, of whom we have none in Scotland.

5179. Is not one of the first duties of a minister to teach the ignorant; has not it always been recognized as such, and was not it the practice of the early church and one which has been followed at all periods whenever there has been a strong feeling of religion?—It is; and therefore in the church of Scotland the schoolmaster is considered as an assistant to the clergyman in communicating religious knowledge.

5180. Is not it one of the first duties of a clergyman to teach the ignorant?—I consider the duty of a clergyman to be to exercise a superintendence over the whole religious education of the children of his flock; but there are many parts of his duty to his parishioners, such as that of being called to visit the sick and to attend the dying, to baptize or to marry, which are incompatible with teaching a regular school.

5181. The question did not go to the extent of teaching a school, it merely went to the extent of the religious instruction which the pastor is bound to give at different periods to his flock?—In so far then as I understand the question went, I entirely agree. I conceive that one of the most important parts of the duty of a clergyman is to pay the utmost attention to all the children of his parish.

5182. Would you limit the religious instruction of the pastor to his flock to the Sunday; would not you call upon him to fulfil that duty during other periods of the week, particularly with reference to the young?—I should think it would be difficult with reference to his other duties, particularly if he had to compose sermons.

5183. It is generally admitted that in the Catholic Church the duties of the pastor are considerably heavier than in the Reformed Churches; for besides the duties you have specified, he has also to hear confessions, and to perform many other duties of a severe nature. It is also known that notwithstanding the exercise of these duties, he finds sufficient time to give instruction in many instances upon Wednesdays, Saturdays and Sundays, to the children; is there any reason for saying that the Episcopalian clergyman and the Presbyterian clergyman would not have equal time for the discharge of those duties?—As matters are at present constituted, it is scarcely possible; because the Catholic clergy are divided into numerous grades of various functions, and in most countries where that religion prevails, they are in far greater proportion to the whole mass of the population than is the case in England and Scotland, particularly in Scotland, where, including dissenting clergymen, there is only one clergyman to about every 1,500 souls.

5184. In Ireland, where the Protestant Episcopalian population form a small portion of the great mass of the country, and where the clergy are very numerous, the same objection could not exist?—I think not, with this qualification, that the individuals of the Established Church are for the most part exceedingly scattered.

5185. Although the upper class are so, yet the lower class being generally concentrated in particular districts, and as popular education applies to the lower classes, does not it follow that that objection would not hold in reference to Ireland?—I should think not, taking the circumstance mentioned into account.

5186. In Ireland, then, the Protestant clergyman you think ought to take upon him the religious education of the children in his parish?—I have seen in several parts of Ireland the Protestant clergyman taking a great deal of pains with the religious education of children after morning service.

5187. If they have done so in one instance, is there any reason why they might not in others?—I see no reason why they might not; the holding of pluralities adjoining each other might indeed prevent it.

5188. If the clergyman could pay sufficient attention to the religious instruction of the children, would there be any necessity for imposing that burthen upon the schoolmaster?—Certainly not; but supposing the clergyman in Ireland to be absent for the least time allowed by the bishop, or in Scotland the clergyman to be

Wm. Knight, Esq. LL.D.

25 August 1835.

absent the whole of the six weeks allowed by the Presbytery, I do not see what would become of the religious instruction of the children in the parish in the meantime.

5189. Might it not equally be asked, what is to become of those who are dying, and those who are wishing to be married, and those who require the performance of other duties of the Church; do not you conceive that those duties and those wants are quite as great as the religious instruction of the children in that interval?—Yes; but for those duties substitutes may be found in the adjoining parishes, whereas a substitute for the instruction of the children might not be found so easily, from its being a far more laborious, and at the same time a worse paid task.

5190. In a country like Scotland, where the clergymen are so few in reference to the population, these difficulties might occur, but in countries where the reverse is the case, such difficulties need not be apprehended; where they did not exist, would you see any reason why the clergyman should not be the religious instructor of the children in his parish?—I think it would be of the greatest utility for the clergyman to be connected with the religious instruction in his parish in every possible way, short of taking it away from the schoolmaster, whom I regard as his peculiar and proper helpmate in that great duty.

5191. If it were found difficult to unite the children of different religious persuasions together in the same school, without separating religious instruction from secular instruction, would you not think that an additional reason for requiring the pastor of the place to give that religious instruction, and not the schoolmaster?—It might certainly form an additional reason, but in Scotland I believe that no inconvenience has ever resulted from having children of all religious persuasions in the same school.

5192. Are Catholics educated in the same school with Presbyterians?—They are.

5193. Are they taught the same religious dogmas?—That they cannot be; it would be unfair to do so.

5194. What course is then pursued?—The schoolmaster in most cases, in those parishes where there are Catholics, takes little or no charge of their religious education, but leaves it entirely to the Catholic parents and the Catholic priests.

5195. Is their religious education neglected in consequence?—I should suppose it was not the worse attended to on that account, particularly as far as regards the tenets of their own Church.

5196. Are the Catholic children obliged to assist at the religious instruction given to the Presbyterians?—They may be present in the school if they choose, but there is no compulsion.

5197. Is the religious instruction given at separate hours?—The common custom is to appropriate the Saturday forenoon to it, the rest of the day being a holiday.

5198. At that period of the day are the Catholic children required to be in attendance?—They are not, unless they choose to be so.

5199. Would not you consider it an unjust course of proceeding to compel them to be present?—Certainly; but it is to be remarked, that in almost all the schools of Scotland the great majority are Protestants.

5200. Then they receive separate religious instruction upon a particular day of the week, separate from the Catholic pupils, in Scotland?—I believe that to be generally, if not universally, the case.

5201. Do you think that religious instruction is in the least degree injured by the appointing a specific day, and giving it apart from the Catholic children?—I cannot see, with the small minority of Catholics in Scotland attending such schools, that that can be any injury.

5202. It is no injury to the Presbyterian?—I think not.

5203. And it is no injury to the Catholic?—I cannot see that it is.

5204. Would you see any difficulty in applying that plan to other countries, to Ireland for example, giving separate instruction to the Catholics and Protestants on Saturday?—With regard to Ireland, from having visited most parts of it many years ago, and frequently conversed with well-informed persons upon the subject of its education, I have always been of opinion that it would be doing an injury, upon the whole, were any legislative attempts made to separate the education of Catholic from that of Protestant children in the same school. There are so many advantages arising from uniting children in intellectual and moral and general religious

gious instruction, as to overbalance completely any disadvantage which might arise in practice from a spirit of proselytism on either side. Education ought to be a national affair, and ought to have no such direct connexion with any religious opinions, established or otherwise, as to render it necessary to have separate schools for separate denominations of Christians.

5205. In order to carry that view into effect, would it not be necessary to adopt the Scotch system, that the Catholics and Protestants, differing in religious opinions, should respectively receive their religious instruction apart upon a particular day?—Yes; but the system can scarcely be said to have had a trial in Scotland, from the great minority of Catholics, and from there being few parishes comparatively in which the Catholic scholars form a large number in the school.

5206. Do you conceive that a difference in number ought to make any difference in the principle?—No; but such a principle may receive important modifications when reduced to practice.

5207. Therefore do you see any reason why such a system should not be adopted in Ireland?—I do not, under proper management.

5208. In the parochial schools in Scotland how far do they advance in arithmetic?—To the extraction of roots, to vulgar and decimal fractions, and, in a great many of the schools, the pupils are instructed in Euclid, in algebra, plane trigonometry, and in surveying and other applications of mathematics.

5209. Do they receive any portion of agricultural instruction?—Not so far as I know.

5210. Are there any agricultural schools in Scotland?—I know only of one class of agriculture, which is given in the University of Edinburgh. The late Dr. Coventry gave these lectures for many years, and they were often well attended by farmers.

5211. Is any portion of land attached to any of the parochial schools for agricultural instruction?—Not in any case, that I am aware of. There are schoolmasters, who are themselves good farmers, and conduct farms.

5212. Do they teach farming?—I am not acquainted with any instance of their doing so.

5213. The land agents and farmers of Scotland are supposed to be much more intelligent in their profession than the same class either in England or Ireland; to what circumstances is that to be attributed?—To the following circumstances: Scotland was left in so poor a state after the Union, and the attempts to restore the Stuarts in 1715 and 1745, that it became imperative on its landlords to make efforts to get out of the depth of penury in which all classes were placed. Those efforts were made; they consisted in well-informed and educated landlords taking themselves the trouble of instructing their tenants in improved modes of farming; introducing the Norfolk plough, which has since been called the Scotch plough; giving premiums for every kind of improvement in agriculture, and rural manufactures connected with it. The consequence has been, that agriculture has been brought to a high pitch of perfection in Scotland. Another cause, however, ought not to be omitted, viz. the superior intelligence of the Scottish husbandmen, arising from their having got the parochial school education of their country; they have thus, in consequence of reading books, been enabled to judge for themselves of improvements; and so far from being averse to an improvement, because it is new or unknown, they are rather liable to fall into the opposite extreme, and are exceedingly anxious to introduce it. In England the case has been very different indeed; there, improvement in agriculture is greatly repressed by the ignorance of the common people; so that in Kent, at the present day, four or five horses are yoked to a plough, in a soil which has fewer stones generally than any part of Scotland; while, in the latter country, not more than two horses are ever seen at the same labour.

5214. You attribute that to the habits of thinking, and order and regularity which they acquire in schools; those industrious qualities which are so remarkable in the upper class particularly of the Scotch peasantry?—Certainly; and I believe that in this respect they are unequalled in the world, and I conceive their superiority to arise very much from the parochial school system, which affords them a cheap education, useful, and adapted to their wants.

5215. It was not then formerly the character of the Scotch?—In the sixteenth and seventeenth centuries Scotland was emerging from a very imperfect civilization, and during the whole of those ages was agitated by religious quarrels, the tendency of which was to make the progress of civilization slower and more steady. It was

Wm. Knight, Esq. LL.D.

25 August 1835.

not till after the Revolution, and the complete settlement by law of the Presbyterian system, that Scotland has gone forward in an uniform course of improvement; although at the same time the foundations of education, by schools and universities, were laid long before, but without being put completely into execution: many parishes in Scotland had not a regular school for upwards of a century after they were ordered by law to be established.

5216. You are acquainted with the celebrated passage in Fletcher of Saltoun's Treatise on the State of Scotland; do you place much confidence in that statement?—I do not; because, although it has a basis of truth, and although persons such as he describes continued perambulating Scotland down to 1780, and later, yet their numbers were never very great, and hence it may be inferred that his statement of them is very exaggerated.

5217. Admitting, however, the exaggerations, would you say that there was good cause for many of the features of that portrait?—From the great defect of agriculture in Scotland in that age, and from oats and some kinds of barley forming nearly the whole crops, in case of famine the people had no other grain or any kind of root for their subsistence, and from the long train of evils left by the civil and religious quarrels, Scotland, at the time that Fletcher wrote, may be said to have been in a worse situation than for some years previously or subsequently. It must be recollected also, that he wrote at a period when Scotland was suffering under a famine of six or seven years continuance, which must have added to the evil which he describes.

5218. Would you anticipate a similar improvement to that which occurred in Scotland, from the extension of education, if applied to other countries, to Ireland, for instance?—I have every reason to anticipate it, though such an anticipation must be exceedingly modified by the circumstances peculiar to any country.

5219. Do you consider Ireland to be in a worse state than Scotland was at the period of Fletcher of Saltoun?—I consider Ireland to be in some respects in a worse, and in many respects in a much better state than Scotland at the period alluded to. I conceive very little comparison can be made between Ireland and Scotland; Ireland is in a course of improvement every hour, and has a basis of wealth in its soil, which Scotland never possessed. On the other hand, Ireland never had the advantage of very early civilization, (I mean for all its people,) and has been oppressed for a long period by a superabundant population, which I conceive to be the result of the mode of tenure of the land; this great population offers peculiar obstacles in any consideration of the subject of education, for legislative plans may be made to bend to the consideration of the expense.

5220. On what grounds do you form that opinion?—From the great expense which would be necessary to bring home education to the door of every peasant's cottage in Ireland; an expense so great, that perhaps the Legislature may be unwilling to give it effect, from its very amount, and this the rather that, notwithstanding the attempts of the last 20 years, England is still destitute of a legislative provision for parish schools.

5221. In a wholesome state of society, a large population is not only a consumer but producer, and thus if it be necessary to bring home education to the door of every individual, why should not every individual be made to contribute to that effect, and if contributing, would not the expense be proportionate to the expense incurred in a small population?—These are sound principles in theory, but unfortunately Ireland and its population contradict almost all received principles of political economy. In that country there is far more of producer than of consumer, in this respect differing from every other country in Europe; consequently the producers or consumers are left in this anomalous situation, that a smaller part of the wealth of the country is at their disposal than perhaps is the case in any other civilized population.

5222. If that evil which you have stated (without going into any further discussion upon its accuracy) were remedied, would you not anticipate quite as great results from education in Ireland as in Scotland?—Yes, and even greater.

5223. Is there any instruction given in the schools in towns in Scotland to the working classes, applicable to their particular position as artizans?—Since the year 1824 mechanics' institutions have been opened in large towns in Scotland. These I believe to have produced upon the whole a considerable quantity of good; they very soon, however, began to fall into a declining state, and were unable to keep up the impulse with which they commenced. The most useful of them are those which have been changed from giving popular lectures into schools, either upon the principle

principle of mutual instruction, or receiving instructions from persons who have made some one branch of art or science their peculiar study.

5224. Those are institutions established by the mechanics themselves?—Entirely of a voluntary nature; but in Scotland they were at first assisted by subscriptions from all classes of the community.

5225. Is the instruction given specially applicable to their own particular trades and employments?—The intention of these institutions was to diffuse a taste for science amongst mechanics of all professions, rather than the view of improving any particular art directly. The improvement of peculiar arts was naturally expected to follow as a consequence from the general diffusion of science.

5226. But the course of instruction given in those schools is not followed in the parochial schools or in the schools in towns?—It is not.

5227. Is any instruction in the physical sciences given in the parochial schools?—I am not aware of anything of that kind having been done to any extent, although it has been proposed of late years to introduce it.

5228. Would you think it useful that the elements at least of the physical sciences should form a portion of early instruction even for the lower classes?—Some portion of elementary instruction in astronomy, geography, natural history, chemistry and natural philosophy has, in some shape or other, been often communicated to the scholars in schools where any attention was paid to the proper books; but it came in a very slight and imperfect degree, since it was by reading alone. Recent attempts to carry that instruction further have been, in the few instances with which I am acquainted, successful, under the guidance of experienced schoolmasters. Any knowledge of the physical sciences, communicated in the ordinary course of school education, can be but trifling; it may lead the way to further advances, or may incite the scholar to pursue any branch of physical science in after-life. The inconvenience which may arise from making those branches of physical science a compulsory part of parochial education appears to be this, that the far more important objects of English grammar and composition, geography, arithmetic and mathematical science, may suffer.

5229. It appears from your answer that you do not think there would be sufficient time for the cultivation of all those subjects?—Not for the whole of the scholars of a school; for a small part of them there might.

5230. As there are classes for Latin instruction, why might not there also be classes for the physical sciences, which might furnish an opportunity for such as wished to addict themselves to that particular branch of study?—I conceive the schoolmasters, as formerly mentioned, to have already a sufficient number of subjects to occupy the whole of their time and attention, and if they were to be loaded with giving compulsory instructions in the branches of science above enumerated, it might tend to prevent their paying attention to what is of more importance to the far greater number of their scholars.

5231. If an adequate number of teachers could be provided for those subjects, do you see any difficulty, in reference to the pupils, in introducing such addition to the course of instruction?—In that case I do not; because I am of opinion that some portions of physical science are exceedingly useful as a part of the earliest education.

5232. Are they not particularly useful to the middle and professional classes of society?—To the middle classes they are at least as useful as to the lower, and to the professional classes they are essential. The parts to which I chiefly allude are, geography, astronomy, some chemistry, natural history, and mechanics.

5233. Do you think the physical sciences have a tendency to improve the powers of attention and observation in a still greater degree even than the languages?—A minuteness of observation, unknown to the ancients, is the great characteristic of the study of modern physical science; and by studying natural philosophy in connexion with mathematics (without which it is of little use) the highest powers of the mind are exerted; at the same time the faculties of the soul can be fully employed on all the subjects of literature. I dislike extremely the idea of giving either science or literature any preponderance of rank or distinction, the one over the other, in plans of improved education, because I consider them both as highly useful; but as literature can be pursued in elementary education to a much greater and more useful extent than any branches of physical science can be, it should always form the predominant object; besides, it is more immediately useful in life: thus to be intimate with English composition, and with the best English writers, is a more useful accomplishment for a person of limited education

Wm. Knight, Esq. LL.D.

25 August 1835.

than to have his attention directed to any branches of physical science, which he can only study at school in a very elementary way indeed, both from his own age and from the probable circumstances under which the sciences will be taught by a schoolmaster; with this exception, I conceive nothing better fitted for arresting the attention of the young than the physical sciences; and even a slight degree of instruction in them affords an additional means of directing a young mind to what is called the bent of his genius.

5234. Is not physical science, in connexion with geography especially, particularly useful to the commercial classes of the community; would not you say quite as useful even as English composition?—Were I to make a comparison, I think that the art of writing a letter correctly must be regarded as a more generally useful acquisition than the geographical knowledge, however accurate, of any portion of the globe. At the same time, geography becomes an important key both to literature and science, in many respects; and I conceive it can be carried to a very great extent in elementary education, and have often lamented the small extent to which it is taught in most schools. I conceive geography, farther, to be one of those branches of knowledge which can be taught at an earlier period than almost any other department of physical science.

5235. In the Scotch parochial schools is history much taught?—In the reading selections it has always been largely employed; historical narrations naturally form the most conspicuous part of the prose compositions. The history of nations contains so many lessons for the guidance of individuals through life, that it must always be regarded as one of the noblest parts of the knowledge of man; and, like geography, it can be pursued to a far greater extent in elementary schools than any branch of physical science.

5236. Would you connect with this study, general notions of the constitution of the country and law under which we live?—I conceive that the civil history of a nation, when pursued extensively, is of little use, without paying attention to the various forms of government and the different states of civilization or stages of society (as they are called) which it has passed through, and which form interesting parts of the history of mankind.

5237. Would you apprehend any injury from the cultivation of those studies; would you apprehend that it would divide the classes of society, or produce a conflict of opinions?—The only inconvenience which I should apprehend from such a plan being pursued in elementary schools is, that it may lead some young minds to suppose that they have got such a knowledge of the principles of government as to lead them, in too early life, to become what is called politicians; but I conceive that this inconvenience is balanced by the natural wish of reading a large quantity of the history of nations, after a historical taste has been acquired.

5238. Does not a country in effect, by its institutions, require that every man should be a politician; has not he duties to perform which require a knowledge of politics?—Yes, but surely in very different degrees; in such a gradation most political knowledge ought to belong to those persons who have the greatest stake in the State, and those persons who are of inferior ranks may, and I am afraid always must, from the want of time consequent upon all professions of manual labour, be contented with a much smaller portion. On the other hand, in the present circumstances of this country, and with regard to those measures which have of late years received the sanction of law, it seems to be indispensably necessary to communicate historical information to a larger portion of the common people than it was formerly thought necessary to do.

5239. Would you apprehend, from the communication of such knowledge, an increase of discontent on the part of the people?—Quite the reverse; for the same reason that the best-informed mob is the one which will do the least mischief. In a very improved civilization, it is possible to imagine a state in which political leaders without principle could not have it in their power to influence large masses of men, in consequence of the historical information of the latter.

5240. Then for the sake even of the public tranquillity of the country, is it not an object for the State to encourage a just knowledge of the institutions of the country under which we live?—I have always been of that opinion.

5241. Do you think that those different branches of education might be easily combined in the ordinary elementary schools, if there were provision for a sufficient number of teachers?—I do not see any objections but what might be overcome by practical measures, although it is probable that a great many years may elapse before

before proper practical plans and a sufficient expenditure be adopted, and much of preliminary education must precede them.

Wm. Knight, Esq. LL D.

25 August 1835.

5242. The first essential is a sufficient number of teachers, and the second, that those teachers should be properly taught themselves; might not those advantages be easily secured by a superintending body, having the character and with the powers of a Board of Education?—In the advanced state to which education may ultimately arrive in this country, I think that the formation of such a Board of Education should not be much longer postponed.

5243. Do you see any inconveniences that would arise from such a Board of Education, under proper restrictions, and subject to the expression of public opinion through the press of the country, and particularly to the important check which Parliament furnishes to the country?—I do not see any; wherever there is a proper responsibility, there is safety.

Mercurii, 26° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

William Knight, Esq., LL.D., called in; and Examined.

W. Knight, Esq., LL.D.

26 August 1835.

5244. YOUR attention has been principally directed to academical and collegiate education?—It has been directed to the teaching of classes in universities.

5245. There is no intermediate school between the higher elementary school and the university in general in Scotland?—In general there is not; some academies in large towns scarcely form an exception, as far as they qualify young men for entering college, by instructing them in the Latin language; for these seminaries include the parochial schoolmaster as the teacher of Latin; and from the nature of the university education, none is required, if the parochial school is upon a good footing.

5246. In what grade then would you place the grammar schools which exist in some towns in Scotland?—These are intermediate between the common parochial school teaching Latin to a few scholars, along with many branches of elementary education to a greater number of pupils, and the Latin classes in the universities. They carry the teaching of Latin during four or five years to such an extent, having none within their walls but youths studying that language, that the scholar is qualified to enter the humanity classes, as they are called, in the universities, with great advantage.

5247. Do you conceive that arrangement to be good, excluding all intermediate schools between the university and the elementary schools?—I conceive it to be favourable to the present circumstances of the country; it has been frequently proposed by ingenious persons to have two or three large academies in each county of Scotland, in order to establish a more efficient system of Latin tuition than the parochial schools afford, considering that those schools frequently have but few Latin scholars; but I am not aware of any serious attempts having been made to put such a plan into execution. A proposal of this kind was brought forward a century ago by Principal Blackwell, and it seems then to have arisen from the great defect of the education of the parochial schoolmasters in the northern part of Scotland; a deficiency which has since been supplied by their having become persons of a superior class, from receiving college education. So that for a long time past, almost all of them are capable of teaching Latin, and many of them of teaching it well.

5248. Has not it had this tendency, to lower the education of the universities, though it may have raised in some degree the education of the parochial schools?—The education given in the universities of Scotland is of so different a nature, as to its practical bearings, from that which is given in the universities of England and Ireland, that I cannot think but that upon the whole the present system is well adapted for the purposes which it is intended to answer. In Scotland we educate at the universities, out of a population of two millions and a quarter, as many

W. Knight, Esq., LL.D.

26 August 1835.

students as receive education in the universities of England out of a population of twelve millions. In the richer country, the greater number who enter Oxford or Cambridge are the sons of persons of fortune, and are not intended to emigrate, but to remain all their lives in the country. In Scotland a very large proportion (fully one-half of those who receive university education) are in such circumstances that they are compelled to emigrate, and the instruction which they receive in college classes has a practical bearing upon this subject, being almost altogether of an useful kind. With this education they go abroad, and frequently return at advanced periods of life; many repair to England, where, in the academies and boarding schools of London and its vicinity, they carry on, as ushers or assistants, the education of a considerable portion of Englishmen. It may also be observed, that the age at which it has always been the custom for students to enter the universities of Scotland is very different from that at which they enter Oxford and Cambridge. With us they enter for the most part at 13, 14 or 15, and after four years study, leave at 17, 18 or 19; whereas in England, for a century past, the age of entering has been 18 or 19, and the time of leaving 22 or 23: this latter circumstance, of entering at so early an age, adds greatly to the cheapness of education in Scotland.

5249. What do you consider the most desirable age for entering the university?—It must entirely depend upon the kind of education received at college, and upon the amount of what has been acquired at school previously.

5250. Can you state what was the custom formerly in England in that particular?—The custom down to the time of George the First, was for young men to enter at Oxford or Cambridge at a period fully as early as that at which they still continue to enter the Scottish universities. For example, Wolsey and Cardinal Pole entered Oxford at the age of 12; Bishop Wilkins, Hooker, Dr. Henry Hammond and John Hales, entered Oxford at the age of 13; and at the same age there entered at Cambridge, Lord Bacon, Jeremy Taylor, Stillingfleet and Cudworth. At Oxford, Selden, Sir Christopher Wren, Chief Justice Holt, Dr. Edward Pococke and Lord Clarendon, entered at the age of 14; and at the same age, there entered at Cambridge, Archbishop Cranmer, Thomas Beacon the Reformer and Cranmer's chaplain, Sir Thomas Smith, Stanley the poet, Sir Henry Spelman, Dr. Harvey, who discovered the circulation of the blood, and Bentley. Such a list might be greatly extended, were it to include the ages of 15 and 16. In fact, on a review of the biographical history of the greatest names in England, down to about the commencement of the 18th century, it will be found that almost all of them left college at a period earlier or as early as it is the custom at the present day to enter. It is probable that the change originated about the beginning of the 18th century, in consequence of the different modes of living and discipline introduced into the colleges, rather than in consequence of any alteration in the system of education. I conceive that for any useful college education to be given to any young men, no period of life is so well fitted as between the ages of 14 and 18, and that no part of university instruction, the subjects of the three learned professions excepted, requires to be communicated at a later period of life, if a right foundation has been laid at a good school.

5251. You are aware that a person who has arrived at the rank of master of arts in a Scotch university is just in a condition to commence with advantage the university course at Cambridge, if he has prepared to study for honours?—He is certainly, but he is well prepared; this partly arises from the circumstance of the honours of the Scottish universities not being recognised for a long time past, on the plan of *ad eundem*, by Oxford and Cambridge. But such young men from Scotland enter Cambridge or Oxford with very great advantage, and generally obtain high honours. A scholar of my own has obtained the other day high honours, and a scholarship at Cambridge; he was educated four years at Marischal College, and he could not enter Cambridge without beginning with their course.

5252. Was he sufficiently advanced in his course of education to take at once a high class in Cambridge, if he had been admitted *ad eundem*?—He certainly was, particularly in that branch in which he has been so successful, mathematics.

5253. Is not it well known that the course of education in the Scotch universities is of a lower grade than what is pursued in the English?—A great difference between the two systems of education is the following: in Scotland, when the subject ceases to assume a character of utility, it is seldom pursued further. Very extended views are given of each branch of literature and science which is taught;

whereas in the English universities, while particular branches are carried much further, the whole subject is not at all pursued to the same proportional extent, and the teaching is more accommodated to the range of the examinations, than adapted to supply a complete view of the whole subject. Of this there have been complaints at Oxford since their great reforms of 1808, it having been stated that in many cases the teaching has been modelled to suit the examinations to too great an extent.

5254. Is it your opinion that, in point of erudition or general attainments, a pupil who has attained the highest distinction at the Scotch universities, is equal to a man who has attained the highest distinction at the University of Cambridge?—In some respects the Scottish student is inferior; in Cambridge the erudition is (as I have mentioned in the last answer) of a higher class in particular subjects; while the Scottish education has its own share of merit in giving the more useful parts of knowledge on an extended scale.

5255. But may it not in some measure also be ascribed to the circumstance that the students go at a later age to Cambridge, and therefore have an opportunity of superadding to the acquirements which they have made previously to the age of 18, the higher attainments which the Cambridge course is calculated to afford?—There can be no doubt that in many individual cases that circumstance operates very strongly in favour of a good student; but upon a general consideration of the whole of the students attending an university, it is very doubtful whether it is proper to have them engaged in collegiate studies at a time when the passions are coming into full action. I think there is good reason for approving of the plan followed down to the end of the 17th century, when those who were educated at the English universities ended their studies at the age of 18 or 19, then entered on a course of foreign travel, and were prepared to enter Parliament, or engage in active life, upon attaining their majority.

5256. Then your preference for an early collegiate course has not reference solely to the interests of persons in that class of life, who are under the necessity of embarking early in some profession by which they may gain their livelihood, but extends also to the sons of independent gentlemen, who have their time and leisure at their own disposal after they leave college?—Yes; the Scottish university system, I conceive to have been so modelled, and to have continued on its present footing, partly in consequence of the poorer circumstances of that country, while the plan followed in England has been partly the effect of increased wealth.

5257. Do you think that such a system could be extended with advantage to a richer country than Scotland?—It is not easy to give an answer, because so much depends upon the customs and habits into which education has fallen in England, that to disturb them seems a hopeless undertaking. At the same time, I do not see the utility of communicating little but classical literature, and perhaps a few elementary branches taught at schools to young men, until they have attained the age of 17 or 19. Another view of the subject is presented by the circumstance, that while in Scotland one half of a college class will be good and attentive students, the proportion who attend to their education under an English tutor at an university is very considerably smaller.

5258. May not that be owing as much to the defective system pursued in the English university, as compared with the Scotch university, as to the circumstance of the students being more advanced in life?—I ascribe the difference chiefly to the younger age of the students at the Scottish colleges, and their consequent comparative freedom from temptations to vice and idleness; much also must depend upon the degree and kind of discipline kept up.

5259. You have stated that you thought it desirable that young men should leave the university at the age of 18 and commence their travels; is not there as much danger in launching young men at that age into foreign countries as there is in their remaining in the university; and also, is it not probable that at that early age his mind is not sufficiently informed to take those enlightened views of things which would enable him to derive from travelling all the advantages which, under other circumstances, it might afford?—It is only a small portion who travel, and these are supposed, as in former times, to travel under the guidance of such experienced persons as will direct their attention, their studies, and their morals, to the most useful ends.

5260. From all that we learn of former times, is there anything in the conduct of the young men who issued from the universities upon their travels, as reported to us, that is calculated much to recommend such a course for passing the inter-

W. Knight, Esq., LL.D.

26 August 1835.

mediate years between youth and manhood?—If we look to such reports as those which have been left us in the Diary of Mr. Evelyn, and other eminent men of his age, we shall conceive highly of the information which they had attained, and of the discipline which was kept up. I am aware, however, that as to the latter, circumstances have altogether changed since the period when those persons lived.

5261. Do you approve of the plan of travelling with a tutor; is there not this disadvantage, that a pupil necessarily sees with the eyes and hears with the ears of such conductor, or else, differing in opinion from him, revolts against his influence; has not that been the history of most travelling pupils with their tutors?—I have certainly no prejudice in favour of the ordinary tribe of travelling tutors.

5262. Suppose that a young man of fortune leaving the university does not travel, how do you suppose him to be employed in the intermediate period between 18 and three or four and twenty, when he comes forward in public life?—I conceive that an university education, when it is given in a full manner, is only a preparation to the more extended education which no college teaching can supply, and which a young man ought immediately to continue, if he has time and inclination, for some years after leaving college.

5263. Supposing him to go home and remain at home, does not he place himself beyond the reach of those incentives to study which more peculiarly belong to an academical career, in which there are honours and distinctions to be obtained by pursuing knowledge?—I cannot conceive that in the present circumstances of access to books in this country, he is under any great inconvenience, except he is pursuing some peculiar subject of research, which requires him to consult extensive libraries.

5264. You have spoken of the temptations to which he is liable in the university. Is not he liable to temptations, not so dangerous to his moral character but more so to his intellectual character, if he remains at home, if he falls into the country amusements of hunting, shooting and so on, or still more liable to temptation if he should be thrown into a city like London?—Hunting and shooting are useful parts of the life of a country gentleman; the resistance of, or the falling into other temptations must depend greatly upon the moral discipline to which he was subjected at the university, and upon the encouragement of virtue and the discouragement of vice which he saw put in practice there.

5265. Then would not it be advisable that that very precarious age should be spent under some influence of a salutary kind at the university, and where all those habits that you appreciate so highly were most likely to be attained, than if he were left to return to the paternal roof, or allowed to indulge himself in the amusements incidental to his age?—Were strict discipline kept up in universities, there can be no doubt that that would be the case; but from all the generally received accounts, it is in a great degree wanting.

5266. Then your objections are not so much against the system of sending young men to the university at the age of 18, as to the sort of instruction and the description of discipline which is there pursued?—Yes, with the exceptions stated in my former answers. I conceive the Scottish system to be unfairly estimated, when only the ages of its students are taken into account. The good foundation laid at parochial and grammar schools, their youth and consequent submission to college discipline, are circumstances greatly in favour of their progress in study.

5267. Supposing that a higher degree of perfection were attained in the English university system, that more multiplied incitements to study were created, and that a better discipline were enforced, would not you think it very desirable that a young man should, after he had undergone those preliminary studies which he may attain previous to 18, be carried forward to the higher branches of knowledge, which cannot at so early an age be so advantageously obtained?—Most certainly. The remarks which I offered were made with a view to the present circumstances of the colleges as contrasted with their former ones, particularly those of the 16th and 17th centuries; these circumstances have led to a great change in the age at which students enter the English universities, which circumstances have not affected Scotland. I conceive these causes to have less connexion with the nature of the subjects taught, or the amount of teaching.

5268. If academies embracing the lower portions of education in the universities were established, and the courses of the universities considerably raised above what they are at present, would not you conceive that to be quite as good an arrangement as what exists in Scotland?—Such academies, if they included a good classical school, would be extremely useful to a large class which does not require

require university education; but being on a considerable scale and in particular localities, they do not present the same advantage to the poorer classes in obtaining the preparation necessary for college, as a school in each parish in which Latin is taught, and where a young man may receive such a knowledge of Greek as to qualify him for entering with advantage the first Greek class in a college.

5269. The parochial schools merely give a certain knowledge of Latin and Greek, but the question contemplates also a certain quantity of physical science particularly adapted to the middle classes of the community. If the academies were so organized, would not you consider that an eligible arrangement as intermediate between the parochial school and the university, supposing always that the courses pursued in the university were of a higher order than those usually in the Scottish universities?—To such an arrangement there could be little objection in the absence of parochial schools teaching Latin; but neither have the universities yet made great changes in teaching, nor are these academies become so very numerous. At the same time any academies of the kind mentioned in the question I can only consider as useful, if they be private and independent establishments; for when they become matter of legislative enactment or of Government encouragement, I should be exceedingly afraid that they would essentially injure both the parochial and the university education of Scotland.

5270. The observation you have made refers specifically to Scotland?—Yes, solely; because in Scotland all the institutions for education have been for two centuries past based upon the principle, that the son of the poorest man in the country, if he can get to a parochial school, can then, after four or five years of acquiring Latin, go to college, frequently on an exhibition, and he is thus prepared, after leaving college, to embrace one of the learned professions. This has prevailed to so great an extent, that the greater part of the members of the three learned professions in that country, have always been, and at this moment are, the children of persons in the lower ranks of life.

5271. The boys educated in those parochial schools, in order to qualify them for the higher class of education, and for professional purposes particularly, are obliged to go to the university and to begin with the lower classes of the university, in order to ascend to the higher. Would not this object be equally attained if academies existed comprising in their education the lower classes of the university system, and giving thus advantages for that portion of education, at the same time that they would allow the university to raise its character of education considerably higher than at present?—The practical objection to such a plan is, the expense it would entail upon the scholars, and the circumstance that only that part of the population placed in the vicinity of the academy, could chiefly benefit by it, excepting such an academy were placed in each parish, which is impossible.

5272. The question purposely excluded from those academies any portion of the instruction given in parochial schools, and it supposed in those academies the course of instruction pursued in the lower classes of the university. Under the present system you do not require an university in each parish; why then should you require an academy in each parish?—If there be one scholar in a parish determined to go to college and pursue a learned profession, he has access to the parochial school for Latin at a very small expense. The school is accessible; the academy, from its distance and position, might be out of his reach.

5273. In constructing a new system for a country, would you see any objection to framing establishments of this nature: that for the community at large, including all classes, there should be elementary schools in which an education which would be useful to all classes, including the lowest, should be given previous to the age of 14; that there should also be in every district, say in every county, academies accessible to the middle classes, and also to the wealthier classes, in which a higher description of education was given; one which would be useful peculiarly to the middle classes, and which, if they received no other education, would fit them for the pursuits of life: that there should also exist in every province of the country an university or college, at which those persons who were destined for the learned professions, or who belonged to the rank of life which allows men to live without labour, should have an opportunity of acquiring the highest description of education that it is in the power of any provision to bestow. Would you see any objection to such a system?—I have frequently contemplated such a plan, and in a country which had previously no system of parochial schools and universities established, I am inclined to think that it would be one of the best plans that could be adopted. In Scotland, there has

W. Knight, Esq., LL.D.

26 August 1835.

has been for half a century a tendency towards converting the parochial schools of large towns which have not colleges, into such academies, as at Perth, Inverness, Elgin, Tain, and many other places. It is not found that such academies have lessened the number resorting to college. In Scotland a thousand parishes supply between three and four scholars each, on an average, to the universities. In England each parish only supplies a fraction, which is less than the half of unity.

5274. In Ireland there are 2,500 parishes; would you see any difficulty in Ireland in establishing, besides the present single university, a provincial college at Belfast, such for instance as the Institution, and a similar college in Connaught and in Cork; would you apprehend that such colleges would not be amply supplied with students, judging from the experience of Belfast?—The experiment has been tried at Belfast, and has succeeded completely, but from the following circumstance: that in the year 1815 an agreement was made between the managers of that college and the presbyterian bodies in Ulster, by which the latter engaged to accept the education of their young men at Belfast, as equivalent to an education at Glasgow, to which they had generally resorted for upwards of a century. Such young men found the nucleus of the regular college classes at Belfast, and experience has shown that if such classes are not obtained, the establishment degenerates, or does not continue long. And I may add, that in Scotland some of the colleges could scarcely exist, so as to have regular classes, were it not for the nucleus of students furnished by the presbyterian established church.

5275. Do you suppose that the preparation for the professions of medicine, of law, of theology, and of civil engineering, together with the general necessity for education among the higher classes, could not supply a sufficiency of scholars to feed more than one college?—In the present circumstances of the preliminary education required for such professions as are mentioned in the question, I do not think that they would. For example, a man may become at present M.D. at Edinburgh or Glasgow, without any attendance upon a college class, with the exception of those of medicine alone. For law there is no preliminary education required; but for theology a very strict one. The fact is, that it is with theology alone that any intimate connexion exists between the Scottish universities and professional education; medicine is, at most of them, in the state above referred to; and as to law, very little attendance on classes, those of law excepted, takes place. Were a good preliminary education in literature and the sciences made imperative on physicians and surgeons, the case would be different. In Ireland, judging from the example of Scotland, it seems to me that the nucleus of college classes could not be obtained in such places as Cork and Galway, excepting such classes as those of languages, mathematics, moral and natural philosophy, chemistry, and natural history became parts of the necessary education of the Catholic clergy at such a college; but that church has in almost all cases conducted the whole of the education of its clergy in literature and science, in colleges and seminaries placed under strict rules of discipline and theological instruction.

5276. There are a large portion of the community totally unconnected with theological occupation, and who at this moment are educated in a variety of private academies and schools scattered up and down the country, and who receive a very middling education compared with their wants and the purposes for which they are destined. If a college comprizing the studies you have now mentioned were instituted in Connaught and in Munster, is there any reason to suppose that the public would not prefer those colleges to the academies which they at present frequent?—Few things could be more useful than to convert such education in academies into a regular college system; but if the experience of Belfast, for example, be taken, it has not been found there that a town of 60,000 inhabitants has for 20 years past, since the college classes were begun, supplied any such quantity of students to the regular classes as might have been expected; the greater number of the students of the Belfast college repairing to it from the country. So slow is the process of inoculating a town population with the benefits of attending regular classes, such as can alone be useful to professional students; popular lectures, without examinations, being comparatively of very little importance; and courses of them, in places of limited population, can scarcely be kept up annually but with difficulty.

5277. One reason for that is supposed to be, that degrees are conferred with facility in Scotch colleges, and many emigrate from Ireland to those colleges. If

similar

similar degrees were allowed to be conferred upon persons studying in the Irish colleges, is not there reason to suppose, that instead of going abroad they would be educated at home?—There certainly is. I have no reason to doubt, that in course of years, although slowly, the advantages of such regular college classes would become so perceptible, that such colleges would rise into numbers and reputation.

5278. Do you consider the institution of Belfast a good institution?—As one of the best which exists, and as, in several respects, preferable to any college at present in Scotland, as far as the classes of the faculty of arts are concerned. Of law there is no class, and no medical faculty has yet been made practicable.

5279. Is not it founded in a great degree upon the Scotch system?—It is a copy of the system followed in the University of Glasgow.

5280. Is it found to work better than the colleges on other systems in Scotland?—I am of opinion that in many respects it does; its professors are appointed solely from merit, and they all examine as well as lecture. The general system of Glasgow is the same with that of St. Andrew's and Aberdeen; Edinburgh differs considerably, most of the professors not having examination hours, but supplying lectures alone.

5281. Do you prefer a system of classes which may be selected by the student as he thinks fit, to a regular course, through which the student is obliged to pass, no matter what his destination may hereafter be; as in Oxford and Cambridge, and the University of Dublin?—The Scottish colleges are so modelled as to allow every facility to students not intending to go through the whole of the curriculum of instruction, to take any part of it which may be useful to them; while those who are following a regular education for the Church, or for university honours, are necessarily compelled to follow the classes in a regular order, else great confusion would arise.

5282. Is it required that those who are destined for the learned professions should go through an humanity course as preliminary to such instruction?—It is.

5283. In organizing a new system, would you adopt the Belfast principle and the Scotch principle in preference to that of the English or Dublin university system?—I would adopt the system of giving lectures by professors to classes of a limited number; these professors examining the students as many hours as they lectured to them, and keeping up a constant plan of discipline and literary superintendence over their studies, as upon the whole better adapted for instruction in literature and the sciences than the plan of tutors followed in England and in Dublin. Each professor dedicates his life and studies to a particular branch, while the tutor has to teach the whole curriculum necessary for a degree.

5284. Is there not this inconvenience in the class system, that the professor can never accurately ascertain the intellectual and moral qualities of his pupils, or lead them on with the degree of skill which a tutor can apply, from having that knowledge?—The tutor has the advantage of having his students not for one but for several years under his eye, and thus, undoubtedly, will become better acquainted with them than the professor who has them only for one term or class. But it is quite practicable, if the class be not too large, for a professor who enters fully into his duty, to bestow very useful attention upon the character of his students, as well as upon their abilities, so as to adapt his conduct towards them for the space of half a year, during which he will often meet them twice a day, without any intermission from extensive vacations.

5285. In some of the German universities they have divided the duties; they have appointed one person, whom they call an educator, for watching over the moral and general intellectual progress of the pupil, whilst others are the instructors; and they generally compose the body of the professors of the school, conducting classes upon the principle you have mentioned; do you see any difficulty in adopting such an arrangement in this country?—I cannot answer this question without more information on the practical effect of the German plan than I possess. I rather think that the educator holds a very subordinate place. In the Scottish colleges it is common for a great portion of the students to receive private tuition from young men who have finished their studies, and who approach in many cases to the nature of the German educators.

5286. If those college tutors formed an integral portion of the college, would it not be preferable to their being scattered up and down?—Considering that all education should be partly established and endowed, and full facility at the same

W. Knight, Esq., LL.D.

26 August 1835.

allowed to voluntary exertions on the part of teachers, I am inclined to think that it would be better if they were left upon the voluntary plan.

5287. In the course of lectures which you think should accompany the private course of tuition, what system would you pursue in lecturing? Would you connect with the lectures catechetical instruction; that is to say, inquiry into the advancement of the pupil?—I conceive the lectures given by a professor in a college ought to differ exceedingly in manner and style from a printed book; the lecturer is limited to an hour, and can only treat of a portion of any subject in that time. That portion he must endeavour to render interesting and useful. His style must be accommodated to the circumstance that to the printed pages of a book you can recur, but to the living voice you cannot. Such instructions, therefore, as lecturers can communicate must be regarded in themselves as altogether inadequate to impart very extensive or accurate knowledge, if they are not accompanied by an equal portion of time devoted to regular examinations conducted upon useful plans. Such examinations should be varied, by being at least of two or three kinds. For example, each student may be examined for a few minutes at a time on the subject of the lecture of the day before; the selection of the students being made in an arbitrary order, which they cannot find out. To this should be added, at other meetings, the asking one question to each of all the students of the class, taking them in the order in which they sit on the benches. Examinations in public should also form a part of their regular college discipline.

5288. Do you approve of *vivâ voce* or written examination?—All such examinations as I have mentioned ought to be *vivâ voce*, as the best adapted for calling forth the abilities of the students in the smallest portion of time. They impose, when well managed, a far harder duty upon the professor than any trials conducted by written papers. But where examinations are made for the purpose of ascertaining the highest degree of merit in the class, as for prizes, they ought in general to be conducted in writing, although the nature of the subject and the manner of teaching it may give rise to their being in some cases *vivâ voce* also.

5289. Would you recommend the endowment of colleges by land or by public grants?—All the colleges of the empire have hitherto been founded with landed endowments, either by public or private benefactors. To those have been added in more recent times annual endowments in money, lodged in the funds or other securities.

5290. Do you prefer the endowment by land or the endowment in money?—With regard to securing a proper degree of independence in the universities of the country, the endowment by land has, upon the whole, several advantages.

5291. You are aware that there was a division this year upon the annual vote for the professors of the universities of England, and that if that division had been carried in the negative, the Parliamentary grant would of course have fallen to the ground. Do not you think that, looking to any future establishments, it would be rather a capricious mode of endowment which would be liable to the casualty of a division?—I certainly think so. I am of opinion that universities are most useful in a country where they are, in some degree, left to their own independence; because then they have a character of their own, and not one made for them by any parties of the day; and they may be thus enabled to improve, in some degree, the character of the Government of the country itself. Thus when universities are entirely at the mercy of the Government of the country in which they exist, there have been various instances in Europe of late years where arbitrary governments have injured exceedingly the character of the universities, by compelling learned men to submit to degradations which would be reckoned very hard in the lowest professions of life.

5292. Then if universities or academical establishments were dependent upon annual grants, they would be liable to the arbitrary interference of the Government, and to the caprice of Parliament, which, as in the case above alluded to, was exhibited, not upon the merits of the grant, but because the vote happening to have a particular bearing upon one of the party questions of the day, namely, the admission of dissenters to the universities?—I conceive that this would certainly be a very great evil; for establishments for education, like those for religion, are most useful when they form for themselves and keep up independence of character, and are subject only to such responsibility and control as are conducted on settled principles of law and equity.

5293. Do you see any inconveniences arising from the management of land endowment by a corporate body, on account of the opening it gives to jobbing and defalcation,

W. Knight, Esq., LL.D.

26 August 1835.

defalcation, and bringing a body which ought to be exclusively literary in contact with the management of other concerns?—I conceive that inconveniences may frequently arise and have arisen in practice from following such a plan; but I know of at least one instance, in the university to which I belong, where the whole of the property destined by the founder for the support of the originally founded persons whose offices still exist, in 1593, has been completely preserved to the present hour, without a shilling of it being unaccounted for or lost, while it has been, from good management, increased greatly in amount. The management of this property gives very little trouble, not perhaps above five or six hours at most in the twelvemonth being necessary, as it happens to consist chiefly of feu duties, or annual payments made from various lands and houses in Aberdeen and its vicinity, which are collected by an attorney.

Robert Rickards, Esq., called in; and Examined.

Robert Rickards, Esq.

5294. YOU are one of the Inspectors of factories?—An inspector of factories in the C division, which includes Lancashire, the West Riding of Yorkshire, part of Derbyshire, Cheshire, part of Staffordshire, and part of Westmoreland.

5295. In the course of your inspection, have you paid attention to the subject of establishments for education in that district?—I have.

5296. Have you found in general that there has been any indisposition on the part of the manufacturers to see the children employed in their establishments well educated?—No indisposition, but a great want of moral instruction, as regards the children of the working classes.

5297. Is there any opposition on the part of the manufacturers?—None whatever that I am aware of.

5298. Have many schools been established in manufactories pursuant to the Act?—Of schools established pursuant to the Act, I only know of two that have succeeded, one at Bradford, and the other at Leeds. There are instances of other attempts being made to establish schools for the instruction of children, according to the Factories Act, but they have been reported to me as decided failures.

5299. To what do you attribute such failure?—To the limitation of the hours of labour, which the Act in such cases prescribes, and the annoyance which the masters of mills feel in being obliged to procure certificates from the children of their having been schooled for six days out of the seven in each week; without which, according to law, they are not entitled to employment in mills.

5300. How would you propose that difficulty should be obviated?—By the repeal of those clauses, which seems to be the general wish of the community in Lancashire and Yorkshire. If an Act were passed to regulate the labour of children in mills, by simply restricting their entrance into mills to a certain age, say 10 or 11 years of age, and then allowing them to work full hours, I believe it would give universal satisfaction.

5301. In reference to the question of education, would you not give some assurance that they should be properly educated?—As there is no natural connexion between labour and education, the mixing up of the two together in one Act of Parliament has been attended with the inconveniences I have just mentioned. Millowners have consequently discharged children in great numbers to avoid what they consider an intolerable annoyance; and the parent's earnings being thus diminished by the loss of the children's wages, the latter get no education at all; and yet a sound, moral and religious education is of all other things what the working classes in Lancashire and Yorkshire most want.

5302. Have you found, in the course of your inspection, a great deficiency in that respect?—Very great deficiency.

5303. Are there not numerous schools in the whole of your district?—There are numerous schools established all over that district, but I think the instruction they convey is not attended with that usefulness and benefit which the state of the working classes so much requires for its amendment.

5304. Are those schools for the greater part conducted upon the national system?—Some upon the national system, some upon the Lancasterian system, and some as common schools.

5305. In the majority of those schools is religious instruction given?—It is given, so far as reading the Bible goes; but given, as it appears to me, in such a way as not to make a salutary and permanent impression upon the mind.

5306. Are not the Holy Scriptures taught in the majority of those schools?—The children are taught to read the Scriptures, but the impression made seems to me

Robert Rickards, Esq.

26 August 1835.

me to penetrate no further than the memory, and even then to be speedily effaced.

5307. Are there few of those schools where the Scriptures are not read?—I believe none.

5308. You think then that the reading of the Scriptures alone is not sufficient moral and religious instruction for the child?—Not unless its doctrines and precepts are well inculcated upon the minds of the children, and that by a continued course and systematic series of instruction.

5309. Is not the reading of the Scriptures generally accompanied with an explanation of the meaning of the passages which they read?—Yes, I have heard children give explanations of what they have read in Scripture, but it appeared to me to be more a mechanical operation of the memory, repeating what they had learnt of the meaning of words and sentences; explanations, in short, that seemed but little if at all calculated to inspire that deep-rooted sense of its divine truths, without which real improvement is scarcely to be expected.

5310. From your knowledge of the Scriptures, and of the human mind, would you not think that it is a difficult thing for children from five to eight years of age to understand a great portion of the Scriptures?—Certainly, it would be very difficult, if not impossible, for children to understand it of themselves; but this difficulty would be greatly diminished if there were proper instructors to explain and inculcate its most important and useful doctrines.

5311. Do you think that any teacher could make a child from five to 10 years, understand the whole of the Scriptures?—I think they might be made to understand the most important parts of the New Testament, and much of the historical part of the Old Testament, if they were properly instructed.

5312. There are some passages in the Book of Job, for instance, and many in the Prophets, which have required all the acumen of the most elaborate criticism, and which are still difficult to understand; do you suppose any child could comprehend those passages?—Certainly not.

5313. Do you think that it would be more judicious that the children should be confined to such parts of Scripture as they can understand, leaving the other parts to a later period of life?—If children of eight or ten years of age were to be well founded in such parts of Scripture as could be easily explained, the more abstruse parts might safely be left to a later period of life.

5314. The more judicious course then of Scriptural instruction would be to select those portions of the Scriptures which are easily comprehended by children, and which have the most direct reference to moral conduct?—Certainly.

5315. Such, for instance, as the parables, and many of the more easy and historical parts, and the Sermon upon the Mount, and the lessons of conduct with which a great part of the Gospels are so replete?—Yes; if these lessons were impressed strongly upon the mind by frequent lectures, and familiar explanation, the best groundwork would be laid of a really sound and useful education.

5316. Do not you think a great portion of the moral conduct of the child is dependent upon habits more than upon precepts?—That is one reason why I think the present system is imperfect; the children go to a school where they are subject to discipline, and must necessarily observe an orderly conduct. They learn by heart a few verses of the Bible, or a particular story in the Bible, among their other lessons; but these can only make a fleeting impression, for they are so habituated every day of their lives to the immoral habits and vicious courses of their parents, and of others with whom they associate, that the lessons which they imbibe within the schools incur the greatest risk of being speedily effaced by the examples and temptations to which they are exposed without; the more superficial the lesson, the greater of course will be the power of habit to supplant it. Sunday schools I believe do much good in improving the habits and conduct of those who frequent them; and if moral and religious instruction, when communicated only one day in seven, has the effect, however partially, of correcting bad habits, what might not be expected from a daily course of the same proceeding?

5317. Is not there also this evil resulting from requiring children to read the Bible through, which is customary in some schools, that from their not understanding the sense, they feel a certain disgust to the reading of the Scriptures afterwards?—No doubt; instead of the lessons of Scripture being rendered interesting and attractive, they are soon felt by the child as a hateful task.

5318. Is not that very injurious, not only to Scripture knowledge, but to good moral conduct?—Certainly.

Robert Rickards, Esq.

26 August 1835.

5319. Are there not some passages in Scripture which are not calculated for every reader without great precautions, such as the Song of Solomon, and some portions of Ezekiel?—Certainly: these are portions of Scripture which had better be left to a later period of life.

5320. Do you think it is a judicious thing to make selections from the Scriptures?—Certainly; such as I have before stated.

5321. And that it cannot be considered as a mutilation of the Scriptures, or any want of respect towards the sacred book?—There can be no want of respect to the sacred volume, in bringing the minds of youth gradually to a due sense and understanding of its divine truths. As a commencement, nothing perhaps would be more interesting and attractive than some of the stories of the Old Testament, and certain parts, or gradually the whole, of the Gospels and Epistles, all of which I see no difficulty in children being made to understand, under the tuition of good and zealous instructors.

5322. Where there are pupils of different religious sects in the school, what course would you pursue?—There can be no difficulty I think in communicating religious instruction to all sects, provided it is confined to the doctrines and precepts of the Gospel. There is no necessity for interfering with the peculiar tenets of any particular sect; the Gospel is addressed to all mankind, and equally applicable to all sects.

5323. There are disputed points of doctrine amongst Christians, arising from the different interpretation of various passages of the Scriptures; where such differences exist, would not you recommend that such instruction, as far as those doctrines at least are concerned, should be given to the children by their respective pastors apart from school hours?—I should avoid in the school all controverted points, teaching only such doctrines as no rational being can pretend to deny or object to.

5324. If the following arrangement were adopted, that Scripture lessons, embracing the general points to which you refer, containing extracts or passages from the Gospels, or the whole Gospels, were read in schools for all sects, and where the sects differed, that religious instruction should be given upon a certain day to the children apart, by their respective pastors, would you approve of such an arrangement?—I would not interfere with the sects of children admitted into schools for useful instruction; I conceive that such forbearance would not at all detract from the advantages of such an education as is here recommended; I would leave to the discretion of the parents, or of the children, to attend their own clergy whenever they thought proper.

5325. Do you think that such an arrangement would meet generally the feelings and opinions of the lower classes?—I believe it would be exceedingly approved.

5326. Have you heard any objections of a strong nature urged against it?—On the contrary, I have heard the system here recommended, and which I suggested once to His Majesty's Government, highly approved by competent judges in Manchester and other places.

5327. You say that the great deficiency in those schools arises from not taking care of the formation of good habits; does not that arise from the children having contracted, in the early period of life, vicious habits, which it is extremely difficult in the school afterwards to correct, and especially where there are a great number congregated together?—Doubtless there are children of different habits, and different natural dispositions; this is a difficulty to be encountered, but I do not consider it insurmountable. As long as the working classes generally see nothing better than the schools already established, they content themselves with the instruction therein given; but there are instances, of which I have given three in a late report sent in to the Government, of establishments set up in Leeds, and in the neighbourhood of Leeds, in which the vicious courses and immoral habits of the operatives of all ages are painted in the strongest colours by themselves, and with a view of correcting those immoral habits they have established schools for the education of their youth, under the denomination of Youth's Guardian Societies. To those schools are attached libraries; in one of the schools a list of their books is given; the catalogue will be found to be very respectable. Each of the establishments is formed by subscription from the operatives themselves; they subscribe a certain sum weekly, which entitles their children to the benefit of the school, and the adults to the privilege of using the library; and I have been informed by my superintendent there, Mr. Baker, who takes a warm interest in institutions of this nature, that the whole of

Robert Rickards, Esq.

26 August 1835.

of them are prospering, and that they have been attended hitherto with the best effects in reforming the habits of the adults, as well as of the children.

5328. Do you think that those vicious habits may not be very easily corrected by an improvement in the habits of the mothers in the lower classes of life, and where this is not feasible, by the institution of infant schools, as preliminary in all instances to the usual elementary school?—The influence of mothers must be very great in all families; and I am sorry to add, that the mothers among the class of which I have been speaking to-day, are to the full as bad as the fathers. Many of them are addicted (in the manufacturing districts at least) to the most vicious courses, and therefore exhibit the worst of all possible examples to their families and children.

5329. In such cases then there is no alternative, at least for the present, but the establishment of infant schools?—Infant schools will do a deal of good, no doubt, as well as Sunday schools, both of which are deserving of encouragement.

5330. The evil is not merely in the want of education, but in communicating a bad system of education under the paternal roof; in such cases, ought not the child to be rescued by means of the infant schools?—To take a child from under the authority and guidance of its natural parents is matter for serious consideration, and should not be hastily adopted. A better course, in my opinion, would be to correct the habits of the parents in the first instance, and this reform would seem to be by no means impracticable; at least, the more reasonable part of the operatives would adopt it, if we may be allowed to judge from the success of those institutions at Leeds which I have before adverted to.

5331. The reform of the parents will take some time; in the interval there are rising up a generation under the influence of vicious parents, which itself in its turn will produce another generation affected by the same vices; is not it desirable to stop as early as possible the progress of this demoralization?—I have great doubts in my own mind of the advantages of doing anything of this nature by compulsion; no doubt time is requisite to produce the good which I contemplate from the communication of sound instruction to the poor; it must be done gradually, but this, like other matters, must have a commencement. By extending the example and benefit of those institutions which I have mentioned, and by establishing schools under the patronage of the Government upon something of the same principle, much good may be done, and progress made from day to day, or from month to month, in reforming those habits that are now so degrading to the community in those districts.

5332. Without making education compulsory, would you see any difficulty in establishing, under the patronage and superintendence of a government board, for instance, a certain number of infant schools as preliminary to other education, and inviting parents to send their children to such schools?—As far as my observation goes, I would say there is no indisposition on the part of the wealthier classes in Lancashire and Yorkshire to give countenance both to Infant and to Sunday schools; and no indisposition on the part of the parents to send their children there. But it has occurred to me that the parents of the children themselves prefer bearing the expense of their education rather than receiving it gratis; but this need not prevent Government from extending to schools certain aids, when necessary, in the shape of funds. The sanction of Government given generally to the establishment of such schools would have a good effect, and reports might properly be addressed to a central board or other authority as to the progress therein made. I am satisfied that the mere name and sanction of Government to institutions of this kind would be of great use. People would be satisfied at seeing that Government took an active interest in their welfare; but I still adhere to the opinion, that education given gratis to the poor, would not be attended with the beneficial consequences which some have anticipated from it.

5333. Their opposition to gratis education, perhaps, arises from the position which those who received gratis education would stand in, with reference to others, by making a distinction between the rich and the poor. Do you think that might be obviated by making elementary education gratis to all classes, provided it was supported by a general assessment?—I should doubt it, and I do not see any immediate necessity for it in the counties I am speaking of, for the parents of the children in the different factories are so well off that they can very well afford to pay for the education of their children.

5334. What is the usual rate of payment?—It depends upon the work they perform.

Robert Rickards, Esq.

26 August 1835.

perform. I have given a particular statement of the rate of wages in cotton spinning, in my last report to Government.

5335. What is paid for the schools?—Two-pence to 2½ *d.* and 3 *d.* a week. I have heard of inferior schools established in towns where the charge is 6 *d.*, and even at this high rate operatives do not object to send their children to school.

5336. This occurs in the richer district, where the manufacturing interests are more flourishing?—Yes.

5337. Cannot you conceive other districts where the operatives, not being so well paid, cannot have the same means of educating their children, and where education perhaps is even more requisite than in the richer districts?—There may be situations where the poverty is so extreme that parents may prefer to have their children educated gratis; but generally speaking, in the districts with which I am acquainted, I should say that gratis education would not be so well received. It seems ill adapted to the feelings of Englishmen.

5338. Is there not considerable deficiency in the mode of instructing in those schools?—Very great; many of the schools are taught by masters that are not at all calculated to give such instruction as I would recommend.

5339. Are dame schools much in use in that part of the country?—Yes; I have heard of several conducted by women.

5340. Who has in general the choice of the masters in the schools of which you have spoken?—They set up for themselves.

5341. Is it your opinion that the first essential in education is, that the educator ought to know how to educate?—Certainly.

5342. And that extending schools with bad teachers, is only extending a bad system?—It cannot be doubted.

5343. And that the first requisite is, to procure a good class of teachers?—Certainly.

5344. And that very great beneficial results cannot be hoped for from education, especially in reference to moral habits, until such teachers be provided?—That is a part of the plan I once submitted to His Majesty's Government, for establishing an experimental school in Manchester. The object of that experiment was first to ascertain the effect that would be produced upon the working classes generally, by opening a school for 1,600 children, with rooms so divided off as to separate the boys from the girls, and to make in each department moral and religious instruction the groundwork of its system; and next to procure a succession of qualified instructors, that the same course of instruction might be uninterruptedly continued.

5345. Were the instructors to be educated there or elsewhere?—I propose, in this experimental school, that there should be one class set apart for the purpose of qualifying the elder pupils to become future instructors, a kind of Normal class, consisting of those who had made the greatest proficiency. The head master would of course, in the first instance, be required to qualify those among his pupils who should be intended for future instructors.

5346. So that in effect a portion of this institution would be a Normal school?—The highest class was intended to be so considered.

5347. And the children to be educated in that school would be destined for the profession of teachers?—That portion of them which I have just mentioned.

5348. And they would act, *pro tempore*, as monitors in the other classes?—Yes.

5349. Would you recommend for the more general object of the education of the country at large, that Normal schools to a considerable extent should be established in the principal capitals of the empire?—Normal schools, where a general system of education was intended to be adopted, would, I apprehend, be found to be indispensably necessary.

5350. What is the nature of the books read in the schools at present?—When children are called forth before visitors to show the proficiency they have made, the Bible (but too often in a dilapidated state,) is the book which I have seen commonly used for the purpose.

5351. Is that made the general class book?—It is; but they have various others.

5352. Do they learn reading and spelling from that?—Not spelling, which they must learn before they can attempt to read. Writing is also taught. The course of instruction I recommend, necessarily implies that these rudiments should be first acquired.

Robert Rickards, Esq.

26 August 1835.

5353. Are there any preliminary books to the Bible?—Preliminary works of this description are now common; most probably all schools have collections of books from which selections are made by the masters, suited to the capacities of their respective pupils.

5354. Is the catechism of the Church of England taught?—It is taught in the National schools.

5355. Is every child required to learn it in the National schools?—I believe so, in the National schools; but in Lancashire and Yorkshire there are a great number of dissenters of different sects, who have catechisms of their own, and which are of course taught in their separate schools. I had once a collection of these catechisms, but they are mislaid; I could make another collection if desired.

5356. Is not there an inconvenience in forcing upon the young and tender mind, at too early a period, abstruse questions of dogma and controversy?—To harass the minds of youth with abstruse dogmas or controverted doctrines, is the very worst method that could be hit upon for communicating to them true religious instruction; it is, in fact, its bane. And why, I would ask, recur to it, when we have before us the pure principles and precepts of the Gospel, which are equally applicable to all sects and classes, and so much more easily understood?

5357. Is any portion of geography taught in those elementary schools?—Both geography and history are taught in the larger schools.

5358. Or arithmetic?—Arithmetic is also taught. I have observed in some of those schools that the masters are fond of displaying, as proofs of talent and proficiency in the pupils, what they call mental arithmetic, that is, arithmetic without the use of pen, ink, or paper; the readiness and accuracy with which children will thus answer very abstruse questions in figures, is truly wonderful; but it is no more, after all, than a mechanical operation of the memory.

5359. Have you found that to be general?—Very general in the larger schools.

5360. Do they combine with this elementary instruction, any lessons upon the practical objects of their particular situations, such as any knowledge of physical science of any kind?—I am not aware of any distinctions of this nature in ordinary schools. The instruction given is much the same in all, reading, writing and arithmetic; this will of course include, in many instances, the reading of useful books by the more advanced of the learners.

5361. What number of hours do they generally attend at the schools?—From eight or nine in the morning till 12, and then for three or four hours in the afternoon.

5362. What length of time do they generally remain in the school?—Children of five and six years of age are commonly sent to school, but as regards operatives in mills, they are removed from school as soon as they can find mill employment. By the present Act of Parliament they are admissible to mill-labour after nine years of age.

5363. Do not you think that in that time, with properly qualified teachers and a better arrangement of studies, they could obtain a much greater quantity of information?—Undoubtedly. I think that between the age of five or six, and 10 or 11, much useful instruction might be conveyed to the minds of youth, such as is likely to make a lasting impression upon their future conduct. And in addition to this, I would propose that after their entrance into mills, the children so engaged should be required to attend a Sunday school; this is the only compulsion I would venture to recommend in the system here suggested. Children would thus receive useful preliminary instruction up to 10 or 11 years of age, and after that, by regular attendance in Sunday schools, until the age of 21, these early impressions would be most likely to be perpetuated and confirmed.

5364. Would you require that previous to their entrance into the mills, they should have acquired a previous amount of instruction?—I am so afraid of introducing too much of compulsion into the system, that I should rather it were avoided. Besides, if the system takes generally, such qualification would be unnecessary.

5365. Are you aware that in Prussia at this moment, the compulsory system, which is so much spoken of, is scarcely required?—My impression is, that it would not be required in the manufacturing districts of this country. Parents very generally, where schools of this kind were open to them, would readily avail themselves thereof, and perhaps the more readily without compulsion.

5366. Then if there was a compulsory system, its operation would not be felt. But, supposing other parts of the country, where there was a greater reluctance to education, arising from the avarice or ignorance of the parents, why should the children

children be deprived of the benefit of education in consequence of that?—If the compulsory system does not require to be put in operation, then I submit whether its adoption may not be deemed superfluous. At all events, my opinion, founded on observation in the districts subject to my inspection, is, that the voluntary system would be best received.

5367. In the more remote districts of England, where the feeling in favour of education is not so strong as that in the manufacturing districts, perhaps you would find that there would not be the same disposition to avail themselves of education; in such cases, would not a certain degree of moderate compulsion be useful?—In matters of this kind, good example is of the best effect; when it shall be deemed discreditable even among the poor to be ignorant or uneducated, I should anticipate that successful efforts would be made to avert the discredit, and be more likely to produce a salutary effect upon the minds of people generally, than anything that could be done by compulsory methods.

5368. If the system adopted in Austria were introduced into this country, that no one should be appointed to particular situations, or allowed to exercise particular franchises, that had not received a proper education, reading, writing and arithmetic, and moral and religious instruction, would you conceive that such a degree of indirect compulsion would be salutary?—I should rather avoid it.

5369. What are the objections that you have to the application of compulsory means?—I think it ill accords with the feelings of Englishmen. The humblest individual in this country is well pleased when he can give an equivalent for what he receives; and this is a feeling that I conceive it much more desirable to encourage than to weaken among the peasants and labourers of these realms.

5370. Have you heard them declare themselves against this compulsory education provided for by the Factory Bill, on the ground of its being compulsory, or upon the ground of its being an unfair advantage given to some classes of manufacture as compared with others?—It is complained of as a grievance on several grounds, partly from the necessity which masters are under of sending the children they employ to school, and procuring weekly certificates of their due attendance, partly from its disturbing the ordinary course of work in mills, and partly from its contracting the wages of the operatives, who are losers in this respect, whether their children be actually discharged, or only reduced to short hours' work.

5371. If it were extended to all classes of the public, would not the special objection, on the ground of diminishing wages, be removed, because they would all stand in the same relation?—Yes; they would all be on a footing, but all with diminished means. I must therefore, on the whole, confess myself an enemy to compulsion in any case where the object can be obtained by a voluntary course of proceeding.

5372. Are the master manufacturers anxious for the education of the operatives?—Yes; those I have communicated with are very much so.

5373. Do they find that it improves them as workmen, independently of the other advantages that it produces?—Always; they are not only the best conducted in the mills, but, generally speaking, the best workmen.

5374. Has it been found that the communication of even this inferior degree of instruction to which you have referred has produced any feeling of insubordination or distaste for labour amongst the operative classes?—Not the least.

5375. Are they found as regular, as active, and in every particular as industrious as those who have not received education?—I should say more so; as far as my observation goes, they are more industrious, more attentive to their work, more orderly in their conduct, and better disposed in every respect. It may not be necessary here to do more than advert to the calamitous excesses and breaches of the peace which have occurred in the manufacturing districts, including all that has been done by trades' unions, combinations and strikes; all proceeding from the disorderly habits and misguided views of the labouring classes. I should expect from good education a corrective of this great evil. By good education, I beg always to be understood as meaning one founded on true religion (without which education is of little value in my estimation), followed or accompanied by such branches of useful knowledge as are suited to the condition of labourers, and at the same time calculated to give them correct notions of their relative stations in life, their rights as men, and as dependent on labour for their subsistence; how their interests may, under such circumstances, be best promoted, and how seriously they have injured, and will continue to injure, themselves by the courses they have hitherto pursued.

Robert Rickards, Esq.

26 August 1835.

5376. Is not a great portion of labour in this country, notwithstanding the great increase of mechanical improvement, dependent a good deal upon the intelligence of the operative in many manufactures?—Although there have been great improvements made in machinery of late years in the manufacturing districts, and although machinery performs by far the greatest part of work in mills, still the intelligence and skill of the workmen are of great importance. It has been supposed, by political economists more particularly, that an increase of wages and comfort has been the invariable result of improved machinery. But this is not exactly the case, for a good deal depends upon the skill and industry of the operative himself. Those who are most attentive to their work, and most skilful in the performance of it, are always sure of earning more than the less skilful or the more indolent.

5377. If the intelligence of the whole community was raised by education in the same way as the intelligence of any particular individual, would you conceive that the whole community would be proportionably bettered?—Unquestionably.

5378. Either individually or collectively, do you see any force in the observation with respect to education, that it injures instead of benefits the lower classes?—So far from it, that I consider good education to be not only productive of all the advantages which have been before suggested, but also indispensable to the peace and security of this kingdom.

5379. Do you find that it has any tendency to throw large masses from the inferior classes of society upon the upper classes of society?—Not the least.

5380. Do they remain in the same position to which they were originally destined, without any reluctance?—Yes; quite content. Indeed a labourer, educated as above suggested, has far better grounds to be content with his lot than a man of disorderly and vicious habits. The one has reason and sound principle to direct his judgment, the other is the child of passion and caprice.

5381. Do you derive that opinion from actual experience?—I do.

5382. Is that opinion generally entertained by the master manufacturers?—I should think it was.

5383. Has it been found, where education has been carried on upon a judicious system, that it has repressed the immoralities of which you have spoken to any considerable extent?—In mentioning three establishments at Leeds, I have stated that they have decidedly had the effect of reforming the habits of adults as well as children.

5384. If it has operated in that manner upon one particular portion of the community in one particular district, is there any reason why it should not operate upon other portions in other districts?—There seems to me reason to expect that the same advantages would result in every part of the country where a similar course may be adopted.

5385. And if the education was of a higher order, and arranged upon a better system, those results would be more conspicuous and more permanent?—Certainly. I allude throughout to education on the principles which I have described.

5386. And, consequently, that the whole of the community would be raised in morality as well as in prosperity by such a system?—I have not a doubt of it.

5387. Then you do not agree in the theory that education has little or no efficacy in repressing crime?—Such an education as I have recommended would, I apprehend, be the most effectual means of repressing crime; but I do not believe that the ordinary education which children receive in schools would be effectual to this end, neither do I believe that the education which is derived from literary and scientific institutions would be nearly so efficacious as that which I have ventured to recommend.

5388. Has the education to which you have referred, as producing those useful results, been a moral and religious education?—It has.

5389. Would not one of the general objects which a board of education should have in view be the diffusion of good methods of education, and would not those methods be more easily diffused by a central board than by individuals?—I think they would.

5390. In that point of view do not you conceive that a national board would be of great advantage to the country?—I think it would.

5391. As abuses occasionally occur in the best institutions carried on by individuals, would it not be a wise thing on the part of the State to adopt, through the national board, measures for the correction, or rather the prevention, of such abuses, by means of superintendence and inspection?—The services of a board might be made very useful in this respect; but local superintendence and visitation

of

of schools will also, I apprehend, be necessary to ensure the success of such a system.

5392. Have you found in any cases that schools have not been erected in consequence of the want of funds at the moment?—Funds will always be wanting on the establishment of new schools, and this aid might be advantageously given by Government; at all events to a certain extent.

5393. If land were given, and a school built and fitted out with the necessary apparatus by Government, would you apprehend that there would be any deficiency on the part of the people in supporting that school afterwards?—I think not.

5394. Would you think that a better arrangement than if Government gave a certain portion for the building of the school, and a certain portion afterwards for its support?—If Government should build a school in the first instance, it ought to be incumbent on the inhabitants of the place afterwards to keep it up. In some instances buildings might be rented for the purpose; but the one or the other may be a consideration to be hereafter settled.

5395. Have you found where subscriptions have been raised for the first outset of a school, that they have continued with the same degree of zeal afterwards?—In the instances I have before mentioned of the three establishments at and near Leeds, I believe the subscriptions are regularly paid.

5396. Are there not many cases in which they have fallen off, and a school has been injured in consequence?—Not within my knowledge in Lancashire and Yorkshire; I think, on the contrary, that there is a disposition on the part of the higher classes in the manufacturing districts to contribute, by subscription, to the education of their poorer brethren.

5397. Where no feeling of that kind should exist, where subscriptions were not found to be kept up with a certain degree of constancy, would you recommend that the district should be allowed to assess itself for the permanent support of the school?—That might be an advisable mode of proceeding, provided always the assessment did not descend to too low a class of the inhabitants.

5398. Would it not be an advantage that it should be more equally spread over the richer classes, than that it should be confined to two or three individuals in district, who may be more generous than others?—Certainly.

5399. Would it not also be free from the contingencies to which a school dependent upon voluntary subscription is liable, in consequence of the benevolent individuals who have supported it dying, or leaving the neighbourhood?—Certainly.

5400. Are you aware that a course of proceeding somewhat similar has been adopted in Scotland, and with great effect?—Yes.

5401. You would not apprehend any opposition on the part of the lower classes to such an arrangement?—Certainly not; if they are not included in the assessment, they can have no motive for opposition; but I should think the reverse.

5402. And you do not suppose that the richer classes of the district would feel any objection to contribute in that manner 50*l.* or 60*l.* a year?—From communications I have had with several of the richer class in Lancashire and Yorkshire, I should expect that they would readily concur in any such arrangement.

5403. Do you think it would be more agreeable to the people, if they could say, that such a school belongs to us, which would be the case if it was supported by public assessment, than it would be, if they owed it to the patronage of any individual?—I think they would prefer it, as being more consonant with the independent feelings of Englishmen.

5404. Would not you conceive that this arrangement also would tend to neutralize a spirit of patronage which may occasionally creep in where large subscriptions are given by individuals?—Yes, I think it would; and so far be an advantage.

5045. And in so far would be of benefit to the school?—Certainly.

5406. Do you think there would be any hostility on the part of the lower classes to a superintending body like a national board, invested with the power of applying grants from Parliament, the power of inspecting schools periodically, the power of instructing teachers, and the power of publishing books?—The power of control and inspection by a local board or committee, I should think indispensably necessary; it forms part of my plan.

5407. Do you think that, on the contrary, they would be glad to see Government take it up upon that broad and general principle?—I have already stated, that I think it would be acceptable to the people, to see that Government interested

Robert Rickards, Esq.

26 August 1835.

themselves in the establishment of good schools, and that such schools were to a certain degree under the patronage and protection of Government.

5408. Supposing the contributors to each school were allowed its local management, and that the appointment of the master were in their hands with this sole condition, that they should appoint a person who had received a proper education for the purpose; would not they conceive that education was quite as free as it is now, with the additional advantage of having the assistance of Government?—I think they would, and that they would be well pleased with having a share of the administration of the school in their own hands. The teachers, I presume, would always be supplied from one or other of the Normal schools.

5409. Are you acquainted with any schools of art, or any schools for the education of the lower classes, independent of those elementary schools?—No, I am not.

5410. Is there great anxiety showing itself amongst the operative classes for a higher kind of instruction, and one more applicable to their wants than what has hitherto existed?—A great mass of the manufacturing population in the districts subject to my inspection, is at so low a point of civilization, and so confirmed in vicious courses, as to lead one to suspect that they despair of improving their condition; but where a road is open to them for availing themselves of a better system of education, they have readily adopted it, as in the case of the Leeds establishments, which I have before mentioned.

5411. What are the prevalent vices of those manufacturing districts?—Drunkenness, with all the disgusting and degrading vices which usually flow from that source.

5412. Ascribing as you do such efficacy to education, and giving such a picture of the actual state of the population in those districts, do not you think that the Government and the Legislature are both imperatively called upon to take some decided measures for applying education to the wants of the people?—I think so; it is the very reason that has influenced me in the applications which I have addressed to Government upon the subject.

5413. Do you think it can ever be efficaciously done without some distinct legislative measure upon the subject?—I fear not; and that the system may not be continued afterwards with sufficient zeal and energy, unless the eye of authority be constantly over it; a central board in London with local committees in the districts, would seem to be well adapted for this purpose.

5414. Have you heard any objection on the part of either the master manufacturers or the operatives to the introduction of such a measure in the Legislature?—None.

5415. Do you conceive that any difficulties would lie in the way of enforcing a national system of that kind, giving the superintending control to the Government, and leaving a certain degree of power in the hands of local managers?—I think a plan on this principle is exactly the one which ought to be adopted.

R. M. Muggeridge, Esq., called in; and Examined.

R. M. Muggeridge, Esq.

5416. YOU are a Superintendent of factories?—I am.

5417. What is your district?—It extends from the Humber, including Hull and that immediate neighbourhood, to the Land's-end in Cornwall, running through the kingdom by Warwickshire and Nottingham, and including Nottinghamshire, Leicestershire and Derbyshire, except the extreme north of Derbyshire.

5418. Have you attended to the state of education in that district?—It has necessarily come before me, because a part of the Factory Act, which I am to see carried into execution, relates to it.

5419. In what state have you found, in point of instruction, moral and intellectual, the great mass of the manufacturing population?—I have found a considerable deficiency in each.

5420. Where did you observe that deficiency most?—More in the north of England than in any other part, as regards the moral part of the question.

5421. In intellectual advancement did you find the northern parts superior?—I think so.

5422. Do the population appear to be sufficiently supplied with schools?—They are not.

5423. Where was this deficiency most observable?—I have witnessed it generally throughout the country, particularly in the smaller districts in Dorsetshire, and in some parts of Devonshire. In the immediate neighbourhood of large towns there

there is usually the opportunity of attendance at schools; but in many of my factories, which are detached, there have been no means of sending the children to school, and the consequence is that the manufacturers, in almost every instance, discharged those children who are required to attend school under the Factory Regulation Act.

5424. Is there any hostility to the establishment of schools, either on the part of the manufacturers, or on the part of the people?—I think not, on the part of either. The neglect of education arises chiefly from indifference, and from many persons not having the means if they had the inclination. In some instances they have not the opportunity; but I fear it is too frequently the case that parents study rather the gaining as much as they can from the earnings of the child, than an attention to its moral cultivation.

5425. They are apprehensive that they will be deprived of the time, and consequently of the labour of their children?—Yes.

5426. Does that arise from an impression, that education cannot be obtained without a large sacrifice of time?—By time and by money. They reckon the money they have to pay for the instruction, and the time it takes, which possibly might be occupied in labour, as loss.

5427. If schools were provided by Government, that is to say, if the land and the building and the outfit were given by the State, and the child not required to attend more than two hours a day, would you apprehend that the same indifference would continue?—I think not; but as far as my own judgment goes, I would make education compulsory, from the conviction that there is not that due attention paid to the subject which it demands; and I think that the inattention is confined to the class of persons from whom crime usually proceeds, because 19-20ths of the good of all ranks consider the education of their children as morally compulsory now as if it were made legally so by Act of Parliament.

5428. So that in fact the compulsion would only fall upon that portion of the community who at present resist that improvement, as they would resist any other?—As they would resist any other laws for their government of a controlling nature.

5429. Do you conceive that any reasonable objection can be made to making a good system of education compulsory?—I think not; great caution would be required, and it would not of course be advisable to compel the parent to send his child to any particular school, he should only be compelled to have his child educated somewhere; it is a compulsion which is felt already in all classes of life above the lowest portion.

5430. In proportion as education extended, would there not, upon the principle you have stated, be much less objection on the part of any portion of the public to send their children to school, and consequently, after a short time, would not this compulsion be rendered to a great degree unnecessary?—I think so.

5431. So that the only evil to be apprehended would be a certain degree of compulsion exercised against a small portion of the population at present?—I think so; possibly there are some, who from mistaken views, might in the first introduction of anything which was compulsory, be opposed to it. I think in a short time they would be convinced of its utility and its great advantage.

5432. In applying that principle, what species of compulsion would you use; would you adopt the principle of fine, or the principle of indirect compulsion, by making education a qualification for certain situations?—I think as far as possible, I would make education a test of qualification.

5433. Do you think it would be any hardship, since men are required compulsorily to perform the duties of jurymen and of magistrates, to require that they should have the qualifications for performing those duties well?—No, I think it is no interference with personal liberty, further than that which every good subject is bound to suffer for the benefit of the State. The duties of magistrates, and the duties of jurors, all interfere to a certain extent with personal liberty; but it is a penalty that we pay for good government.

5434. The performance of those duties is generally enforced by fine; would you see any difficulty in applying that description of penalty to the enforcement of education?—Under certain restrictions, because the fines would fall upon the class the least able to pay them; and if the alternative of non-payment were imprisonment, it would be tantamount almost to the punishment of imprisonment.

R. M. Muggeridge, Esq.

26 August 1835.

5435. Education being a benefit, there would be a favour conferred in return for the compulsion required; would not that be also a diminution of the objections made to compulsory education?—I think so.

5436. By the present law it is required that the parent should support the child physically; do not you conceive the obligation quite as strong to give him intellectual and moral nourishment as to give him physical?—I do.

5437. And that if no objection lies to the former, no reasonable objection can lie to the latter?—I think not.

5438. In adopting the principle which you have stated, would it not follow as a necessary consequence, that Government should take upon itself the obligation of providing proper education for the people?—Certainly; and I think without payment on the part of the lower classes.

5439. In providing a system of education by the Government, the first duty, of course, would be, to take care that the education was good; how would you propose to attain that object?—That would so much depend upon the selection of proper instructors, that, after a time, I would choose all the teachers from a sort of college, which should be established for their instruction, and to ensure uniformity.

5440. You conceive it, then, of importance that the teachers should be chosen after having received a particular education; you would not then rely simply upon examination?—My object in preferring that the teacher should be chosen from a particular college is, to ensure the certainty of his having received a good education; because I have seen tickets given as vouchers of school attendance under the Factory Bill, in which nearly every word was spelt wrong by the schoolmaster. I have seen "two hours" spelt "tu."

5441. Do you conceive a system of education carried on by bad schoolmasters to be worth anything?—Certainly not.

5442. Has not it produced the worst effect upon the population in many cases?—In many it has.

5443. Is it not preposterous to speak of the progress of education unless you can first be assured that the education is good?—I think so.

5444. Would you require that every school that is established should select its teacher from the college you propose?—I think regulations might be framed under which other masters of equal talent might be made, but I think they should be required either to have undergone examination at, or the teacher should have been educated in the college.

5445. Supposing courses for the education of teachers (courses of didactics) were attached to universities and other public institutions, would you think that attendance upon such courses, if properly constituted, would be a guarantee for good instruction?—Yes, as attendance upon lectures is on the part of those who study for the profession of physic, but always to be followed by examination.

5446. What is the description of the books read in the schools with which you are acquainted?—The Bible is a book which is I believe universally read, but I am not aware that it is expounded at all; I have not in my experience met with any cases in which the difficulties of particular passages were at all explained as they should be.

5447. Is it the only book read in these schools?—No, they have other books; Mrs. Trimmer's works, and others of a very infantile nature.

5448. Do they read the Bible right through?—I believe right through, omitting occasional chapters.

5449. Do you consider that a good course of religious instruction?—No, I do not; I would rather put extracts from the Bible into their hands; but I would, generally speaking, prefer the New Testament to the Old, as a course of religious instruction; and I would certainly prefer, that when the Old Testament is read, passages should be selected which the reader would be likely to understand.

5450. There are some passages in the Old Testament which can scarcely be read aloud; you would, of course, omit those?—I would prefer that such should be omitted.

5451. Has not the reading of the Bible, without exposition in the mechanical manner in which you have mentioned, tended to produce a certain indifference to the meaning of words generally?—I think very much so.

5452. Is not that very injurious to the young mind?—It is.

5453. So that, morally as well as intellectually, the reading of the Bible, as now pursued, is not productive of the advantages that might be hoped from it?—I think

I think it is not so productive of advantage as it might be under a proper system of instruction.

5454. You would see no impropriety in selecting passages from the Scriptures adapted to the young mind?—I think it is desirable.

5455. Would you call it a mutilation of the Scriptures?—It would very much depend upon the nature of the passages selected, and the object of the selection.

5456. But the simple fact of selection you would not consider as such?—Not for the purposes that have been mentioned.

5457. Would you give religious instruction upon dogmas apart from the general religious instruction in the school?—If I gave such instruction at all, it should be apart; but I would not give it in the school at all.

5458. Would you leave it to the pastors in church communion?—I would.

5459. Do you think that, in general, in the schools you have visited, any opposition would be made to such a system?—I think it would be from the friends of particular schools that opposition would arise chiefly, and in places where the want of schools is not much felt at present.

5460. If such a system were adopted by the Legislature, would you apprehend any opposition on the part of the population?—Certainly not; but I think it is necessary that the expense should be borne by the Government, because I think, if only a portion was borne, and not the whole, expectation of assistance from the one source would give a great check to the other; but it should be borne in mind that those who now contribute to the voluntary support of schools would then contribute to the rate.

5461. Do you rely much upon the voluntary system for schools?—I think, as far as it has gone, it has been productive of considerable advantage; but I think it does not go half so far as it ought to do.

5462. Are there not, in the voluntary system, many chances of interruption and of failure which would not exist if there was an education rate imposed upon the country?—Certainly.

5463. Would you prefer a general education rate levied on the whole country, and applied generally, or that Government should supply a certain portion of the funds necessary for the commencement of schools, and that local rates should be raised for their support afterwards?—I think it would be better, upon the whole, that the rate should be made general.

5464. In that case, would you give elementary education gratis to all classes, or require that all classes should pay for it?—I would give it gratis to all classes, because I think otherwise it would make an invidious distinction between those who could afford to pay and those who could not.

5465. Do you apprehend, from any facts within your own observation, that any such distinction between rich and poor would be productive of injurious consequences in schools?—I think that in schools which may be established by Government, what may be termed the rich would not avail themselves of them.

5466. Would it not be desirable that the middle and lower classes should avail themselves of the same school?—Certainly; the influence of example would be greater, and more likely to be beneficial.

5467. Is not that more attainable in a school open to all classes without payment than if all were to pay?—Certainly; we have an instance of that in free schools, where the influence of the better class of boys has been felt upon the lower order.

5468. Is it difficult to find funds for the building of schools in the district with which you are acquainted?—Yes; I believe in many instances it is the first outlay that is the main difficulty.

5469. Do you think that, in such cases, Government ought to come forward and build the school?—I think it would be desirable.

5470. Would you apprehend that the district would not be able to support the school afterwards by assessment or fees, or otherwise?—By assessment they certainly would; but not by fees in many instances.

5471. Would you see any objection, in case a general tax was not adopted, to local assessment at the discretion of the locality?—None.

5472. Would you recommend that that should fall upon the upper classes, or upon all classes indiscriminately?—I would, as far as possible, relieve the lower orders.

5473. Would you prefer such an arrangement to the present system of voluntary subscription?—I would.

R. M. Muggeridge, Esq.

26 August 1835.

5474. Do you think the people themselves would prefer it?—I think many would, because those who do now subscribe to schools would have opportunities in some way or other of making the same exertions, and it would bring, as contributors, many persons who now contribute nothing, but who really ought to be, from their situation, foremost among the contributors.

5475. Would it not also excite an interest in the conduct of the school, if every individual was bound to contribute to it?—It would.

5476. Would you give the management of the school to the persons so contributing?—I think it desirable, as far as possible, to give the management to a local body.

5477. How far would you extend their power; would you give them the choice of the master and the choice of books?—I would not as to the choice of books; I would give them the choice of the master, subject to a certain qualification as to the education he had received.

5478. Supposing a list were published annually of the masters who have passed through a good Normal course of education, would you allow the local managers to choose from that list?—I would.

5479. Would it not be advantageous that such list should be circulated annually?—I think it would. I know an instance in which, after a manufacturer had determined upon establishing a school, and had himself converted a room for that purpose, he had then no competent master, and he sent a young man up to the institution in the Borough-road, for instruction in the method of teaching, and he was there for some time. The school remained for nearly three months before the master came down.

5480. Is not one of the difficulties which schools at present, especially in remote parts, have to contend with, their ignorance of where a good master can be found?—Yes; and their not being able to give such a person a sufficient income.

5481. Might not an arrangement be made both to raise the salary of the master, and to give him a chance of promotion from one school to another?—I think so; that would be a natural consequence of a general arrangement; because schools partake very much of a higher or lower character from the neighbourhoods in which they are situated, the number and respectability of the scholars, and other circumstances.

5482. And thus opportunities might be afforded for advancing gradually to the highest situations in the art of teaching?—I think so.

5483. Books for the use of schools being a matter of great importance, to whom would you entrust their selection?—I think there should be a central board, who should superintend the general arrangements of the schools.

5484. Then you approve of the appointment of a Board of national education?—I do.

5485. Besides the powers you have mentioned, would you give it a power of superintendence and inspection of schools?—I think occasional superintendence and inspection would be absolutely necessary.

5486. Would it be necessary for the purpose of furnishing accurate reports?—I think so, and obtaining other information.

5487. Is not great inconvenience found at present in many of the best schools, from their being inadequately informed of the improvements in education adopted not only abroad, but even in our own country?—I have no doubt of it.

5488. Would not one of the great advantages arising from the Board of Education, be the communicating with facility any such improvements to the most remote parts of the country?—It would.

5489. How would you constitute the Board of Education?—I would prefer that the Board should be selected by the Government, from men who had made education their chief study, and whose names and character would be sufficient guarantee for the wise and honest exercise of their powers; and it may be a question, whether or no one or other of His Majesty's Ministers should not be connected with it *ex officio*.

5490. You think it would be advisable to have one of His Majesty's Ministers connected with the Board; would it not be still better to have a Minister specifically for public instruction, as the organ of the body connected with Parliament in either House?— I think it is desirable.

5491. Might it not be attached to some offices of the Government which at present

present are not encumbered with duties, but are still rank high in the Cabinet?—I think it might.

R. M. Muggeridge, Esq.

26 August 1835.

5492. Would you think it judicious that there should also be a separate Board of Education for Scotland and for Ireland, each communicating with the Board in England?—Yes.

5493. And all under the general presidency of the Minister of Public Instruction?—Yes, each being subject to annual reporting to Parliament.

5494. With the strong exercise of public opinion in this country, which is likely to increase every day, and with the control which the Legislature now exerts over all public officers, would you apprehend any injurious results from such a central body?—I think none could result from it, considering how much it must be necessarily governed by public opinion of its conduct and utility.

5495. From your knowledge of the feelings of the lower class, especially in your district, would you apprehend any hostility or any jealousy to the appointment of such a minister and such a Board?—I think that those who would approve of such an institution are infinitely more numerous than those who would object to it.

5496. Would you give this Board a superintendence over all classes of schools, or limit them to the schools they had established themselves?—Limit them to the schools established by the Board.

5497. Would you see any objection to other schools reporting to them?—Any others might solicit advice or assistance if they required it.

5498. Is there any feeling of hostility at present to compulsory education in the manufacturing districts?—I do not think the subject has yet been brought sufficiently before the public; it has not been a subject of discussion enough, to enable me to give a positive opinion.

5499. Does their dissatisfaction with the provisions of the Factory Regulations Act upon this subject arise in any way from this, that the compulsion is not accompanied with due provision for the existence and support of these schools?—In many instances I have found it perfectly impossible to carry the Act into effect, as regards schooling, from the absence of any school in the neighbourhood. In such cases the manufacturer, to save himself, has discharged the children who would be subject to the school provisions, very unwillingly, I am sure, in many instances that I know.

5500. It appears then that such result has arisen in a great degree from the Legislature not having accompanied their injunction with the means of carrying that injunction into effect?—Precisely so; there should be a power given to establish those schools where none exist.

5501. If such power were given by the Legislature, and the provision were extended to all classes, would there be any hostility on the part of the manufacturers to such an arrangement?—I am certain that any hostility that might arise would be very short lived; the benefits to society would so soon become apparent.

5502. Have you heard manufacturers express a desire to have educated children for their workers?—I know many manufacturers who have for years past maintained schools entirely at their own expense; they have assured me that they have always found those hands that were educated much more orderly and much better workpeople than those who had been accustomed to idleness in their youth.

5503. Have instances of this occurred in your own experience?—Yes; I may mention one mill at Loughborough in Leicestershire, where the manufacturer, by the establishment of a Sunday school, and having for some years made it compulsory upon all who came into his mill to attend that school, has a very orderly set of workpeople in a very bad neighbourhood.

5504. Has it been found that the want of proper intellectual cultivation at an early period amongst the manufacturing population has rendered them incapable of receiving religious instruction to any great extent at a later period?—I think so.

5505. So that the religious teacher labours under most serious difficulties in improving the condition of his flock?—Certainly; much more than he would if they were better educated.

5506. And in many instances laws are rendered inoperative from the individuals upon whom they ought to operate intellectually, not being sufficiently as well as morally educated to own their influence?—Certainly.

5507. Upon this principle, would you not say that Government and the Legislature and the Church ought to be equally interested in the dissemination of education at the very earliest period of life?—I have heard many clergymen say, that they

R. M. Muggeridge, Esq.

26 August 1835.

attributed the many evils by which the lower classes of persons are beset, entirely to the absence of a national course of religious and moral instruction.

5508. Is not their physical condition and their health seriously deteriorated by the want of sufficient intellectual and moral cultivation?—I am certain of it.

5509. And even the advantages they possess have not been and cannot be applied to the utmost profit?—No doubt of it, from the bad habits and the vicious company they are accustomed to.

5510. You do not see any reason to apprehend from the diffusion of education any disturbance of social order, or increase of crime?—On the contrary, I am satisfied that the community would be better and happier.

5511. In addition to the Elementary schools, do you see any difficulty in placing under the jurisdiction of the Board of Education Academical and Collegiate education?—I think at the commencement of the duties of the Board, it should be confined to elementary education; I think the higher branches of education would hereafter arise out of that.

5512. Do you think it advisable that the Board should have the power of reporting and means of inspection for that purpose, with reference to Academical and Collegiate, as well as Elementary Education?—I should be afraid at first that it would be giving rather too large powers.

5513. Would you place under their jurisdiction in any way Mechanics' Institutes, Libraries and Galleries, and other institutions for the Subsidiary Education of the people?—I would.

5514. Do you see any inconvenience in requiring that the several Academies and Colleges now existing by public grant should annually report to the Board?—None, where they existed on public grants and public money.

5515. And that such reports should be annually communicated to the public for their information, and to those Academies in return for theirs?—Yes.

5516. Do you see any difficulty in extending informations to the Senatus of the Universities?—None, under certain restrictions.

5517. Is it not well known that one of the greatest evils under which the Legislature labours in our country, is the condition of our political Statistics?—Yes, and the desire to remedy this, has led to the formation of the Statistical Society, under the influence of Lord Lansdowne and Mr. Spring Rice. I believe statistics are less understood in this country than in any other in Europe.

5518. Are not Education Statistics in as bad a position as any other branch of the science?—I think so.

5519. Would not the proposed arrangement in some degree lay the foundation of a more correct and extended arrangement of that branch of the science?—I have no doubt of it, constituted as I believe the Board would be.

5520. And so far would be of most serious advantage to the whole country?—I think so.

Jovis, 27° die Augusti, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

William Knight, Esq., LL. D., called in; and further Examined.

W. Knight, Esq., LL.D.

27 August 1835.

5521. IN returning to the course of education that should be pursued by the Middle classes, does it strike you that there is at present a great deficiency in the cultivation of the Physical Sciences?—I have given my opinion upon that head on Tuesday last, and I recollect nothing to add upon the subject.

5522. Do you think that the study of Drawing and the application of drawing to the useful arts should be more encouraged in the education of the Middle classes in the schools in which they usually receive instruction?—I am of opinion that drawing is an art which most children are anxious to learn, and, when they have opportunities, attempt very early; that it is an effort to put the imitative faculty of the mind in action; that every thing should be done to encourage this; and that for all classes it forms an useful recreation, at least, if not an employment. I conceive

conceive its utility with regard to the human mind to consist in the habits of attention and minute observation which are formed with regard to external objects.

5523. Might it not be developed to a much greater extent in the higher departments of education, particularly with reference to professional objects?—I think that it might; and I know no rank to which it is not useful, upon the general principles which I have stated in the last answer.

5524. Would you extend that remark to the other branches of the Arts?—I cannot say that I could extend it to other branches of the arts in the same degree as to drawing; many children receive great pleasure from modelling in clay, where circumstances allow of it; many delight in making efforts in mimic architecture. The taste for music, however, is so early developed in the greater part of mankind, that in practice it comes soon to supersede any exertions made to receive instructions in the other fine arts.

5525. Have you observed in the Scotch Universities the application of the study of the Fine Arts to the interpretation or illustration of classical literature?—In the university in which I was educated, I received in the second year of the college course, instructions in the antiquities of Greece and Rome, which necessarily led to inquiries with regard to ancient sculpture and architecture.

5526. Had you opportunities in the University for the cultivation of the Fine Arts; were there any means of giving information relative to ancient Sculpture and Architecture?—Excepting books of plates, no other means were employed.

5527. Do you think it would be desirable to have such small collections not only for the Universities but for Classical schools, as might furnish opportunities of constant comparison between the arts of antiquity and those of modern times?—I see considerable advantage in every teacher of classical literature being provided with models of such temples as those of Tentyra, Athens, Agrigentum and Pæstum, and with casts of some of the *chefs d'œuvres* of Greek sculpture.

5528. In the study of the classics does not the student encounter great difficulties in understanding the construction of the buildings of antiquity; for instance, the theatre, circus, amphitheatre, and even of the temple?—He does; which inconvenience nothing can obviate but either plates or figures upon a large scale, or what is far preferable, models, which, from late improvements, can be made at a cheap rate.

5529. Do you think it desirable for the general improvement of the popular character in this country, that there should be greater attention paid at an earlier period of life to the cultivation of the Fine Arts?—I do; particularly with a view to the population of our cities. The only opposing remark which has occurred to me is, that no extension of the knowledge of the middling and lower classes in the arts ought to be carried so far as to withdraw regard from objects of far greater importance in literature and science.

5530. Would you contemplate any difficulty in making Drawing and a certain knowledge of the Fine Arts a portion of education generally?—I see not the smallest objection to its becoming a part of education; it has been carried by many teachers of late years in the north of Scotland to a considerable extent.

5531. Would you recommend that Music, or at least singing, should be taught in every school?—In answering that question, much must depend upon the circumstances of a country. In Scotland we have a national music, probably in part the consequence of a mountainous country. This is communicated from one generation to another, on a plan which certainly cannot be said to be connected with schools. In Germany, where all the population, both in the Catholic and Protestant parts, forms probably the most musical nation in the world, schools for this purpose are common, and music is taught in the greater number of the other schools of that country; and, in fact, forms a regular part of what may be called the discipline of the school. In Scotland, the schoolmaster is very often the precentor in the parish church, and frequently gives instructions to a class of voluntary scholars in the simple church tunes which are used in the Presbyterian worship. Before and after the Reformation, music-schools were kept up by the magistrates in some of the larger cities of Scotland. Thus one continued for about two centuries in Aberdeen, and was only left off about 70 years ago, from the increase of voluntary teachers of music in that city.

5532. What is the usual rate at which this instruction is given in Scotland?—Very cheap, as in all other cases; a few shillings for a quarter's instruction.

W. Knight, Esq., LL.D.

27 August 1835.

5533. Scotland then offers great facilities for acquiring it?—I am of opinion that it does.

5534. Do you think that England and Ireland present difficulties to the introduction of such a branch of education?—I think that Ireland presents equal facilities with Scotland from the nature of its national music, which is, in fact, nearly the same with that of the Scotch. In England I foresee obstacles, arising chiefly from the want of education on other subjects.

5535. In what way would the deficiency of education in England operate against the teaching of singing?—England is a country which, being generally flat, cannot be said to have much original or national music, with the exception of particular districts. Hence the music in many parts is chiefly matter of educational acquirement; and the want of tuition at regular schools, and the nature of the church service, where the introduction of instrumental music tends in practice to banish singing, or reduce it to a subordinate place, would act as opposing circumstances. In a country parish church in Scotland all, as in Germany, join in the singing; in a rural congregation in England, the lower ranks do not all join, but only a part.

5536. But if it were combined with a good system of education, that difficulty would vanish?—It undoubtedly would.

5537. Do you think that Music has a considerable effect in humanizing the manners and habits of the lower classes, and giving them an agreeable occupation in their intervals of relaxation?—When one looks at the great numbers of the English population who spend a great part of their days in the alehouse, it is impossible not to wish that something were done to give them musical education, even as a partial means of withdrawing them from what is altogether sensual.

5538. In a religious point of view, do you not think it would also be of considerable benefit?—All religious worship has connected itself with musical sounds, and therefore a knowledge of music must be beneficial.

5539. Do you apprehend much difficulty in finding masters capable of teaching music in the elementary schools?—Were schools founded for music alone, which I should conceive to be the preferable plan, I do not apprehend great difficulty in obtaining masters for them, particularly after the lapse of a few years; but if the schoolmaster, teaching many other subjects, were also to give instruction in music, and that to an extent beyond what is required in the church service, I conceive this difficulty would be increased.

5540. Would not that be in a great degree obviated by a good course of Normal instruction giving the teacher such a knowledge of music as would be sufficient at least for the wants of his scholars?—I am of opinion that a Normal school for musical education alone would be of the highest utility, and would very speedily become popular.

5541. Would you not consider it a proper subject of study in addition to others in a general Normal school?—I am rather inclined to think that it would not be so, for the following reason; that the teacher in the Normal school would require qualifications of so high a kind, that if those were obtained, any musical qualification must be overlooked.

5542. Would you make singing a portion of the general education of the country; that is obligatory upon every school?—I should think it improper to make anything connected with music compulsory, and for an obvious reason, all have not a musical ear; and those who possess that faculty have it in very different degrees.

5543. But you would provide means for it as far as possible, either in elementary schools or in others specifically destined to such purpose?—Yes.

5544. In the universities of Scotland, is the study of the physical sciences much attended to?—In each of the colleges of Scotland there is a professor of natural philosophy, who is in general the oldest professor of physical science upon the foundation. In most of the universities there are professors of natural history and chemistry, who are of later foundation than the professors of natural philosophy.

5545. Does that portion of the course usually precede Mental Philosophy?—In all the colleges of Scotland, those of Aberdeen excepted, the plan of the middle ages is followed, of making logic and metaphysical science precede instruction

struction in natural philosophy. At the Reformation, the curriculum of the universities of Protestant countries underwent very little change. In Marischal College, Aberdeen, an alteration, which placed natural philosophy before moral philosophy, was made in the year 1753, and was afterwards followed in King's College, Aberdeen; it has not yet been followed in any other of the Scottish universities. This change proceeded partly upon the principle that the moral sciences formed a higher class of study than the natural; and that, in particular, logic required for its successful cultivation a knowledge of all branches of science, previously to entering upon it. The members of Marischal College published this improved plan of education in 1755, with the reasons for the change at length.—[*The Witness delivered in the same.*]—Another reason for placing moral and metaphysical science last, in a curriculum of college education, is founded upon the fact, that by that arrangement, with regard to all students intended for the church, the subject of the last year of study is more akin to theology than to natural philosophy.

5546. Has this arrangement in practice been found advantageous?—It has been found very advantageous in practice.

5547. Do you see any difficulty in applying it to other institutions, or is there anything particular in the situation and character of the Aberdeen Colleges that requires such arrangement?—I do not know of any particular difficulties. I may add, that in an improved curriculum of university education, it is essentially necessary to unite some instruction with regard to the rules of evidence followed in the different sciences, previous to the consideration of those sciences themselves; and that the curriculum be so planned, as that during every year of a college course, except the first, the student may have to employ his thoughts on subjects of literature, and of science both physical and moral. The error of the plan of the middle ages, which is still continued in most of the universities of Europe, appears to be founded in the mistaken view that the arts of logic and reasoning, the processes of thought, and the nature of the human mind, can be properly understood before the knowledge of matter and its laws is even commenced. In teaching classes of natural philosophy, I have always found it necessary to spend the first week of the course in giving instructions on the modes of reasoning pursued in the physical sciences, on the mental idols which embarrass our modes of thinking and expressing our knowledge, on analysis and synthesis, &c. It has been for a long time a subject of complaint with many, that in England, educated men, particularly in the medical profession, from the want of any regular instruction in metaphysical knowledge, are very liable to be misled by opinions tending to materialism.

5548. You think it would be desirable, in all departments and grades of education, that the pupil should know something of the nature of his mind and its operations?—As far as it can be communicated to him, I certainly do; and for this purpose, I know no better way of giving a young child a notion of the thinking principle within him, than an answer in Dr. Watts's Catechism; it is the second question: "How do you know that you have a soul?—Because I find something within me that can think and know, can wish and desire, can rejoice and be sorry, which my body cannot do."

5549. Do you consider that the courses of Metaphysics in England are low at present in reputation?—The mental philosophy originated by Locke was afterwards greatly improved, extended, and freed from many errors by Reid, Beattie, Stewart, and other Scottish writers. Any instructions upon moral science given in the English universities have neglected too much those improvements, as well as those given by French and German writers; hence the want of extensive education in metaphysical science is a striking defect in the present universities of England, and in particular tends to place those educated at them in a great degree at the mercy of the fashionable hypotheses of the day, particularly those which lead to materialism, or which do not ascend higher than endeavouring to connect with the mental principle of organized beings those agencies of electrical power which are among the principal discoveries of modern times. I conceive that all such attempts (and they are numerous) narrow greatly the field of philosophical research into the phenomena of the thinking principle, and are hence exceedingly injurious to true science.

W. Knight, Esq., LL.D.

27 August 1835.

5550. Do you not think that Metaphysical study tends to elevate and ennoble the character, both moral and intellectual, of the individual, and as such must have, if extensively cultivated, a most valuable effect upon the character of a nation?—Decidedly so. With regard also to an exact knowledge of the physical sciences, they are better understood, at the end of a college course, in proportion to the quantity of metaphysical knowledge which has been attained, and upon which their first principles rest. On reviewing the lives of the great men of England in the sixteenth and seventeenth centuries, it seems impossible not to believe that they owed a part of their elevated characters to the greater attention paid in those times to such logical and metaphysical knowledge as was then taught, and which, however inferior to what has been since attained to, produced its effect by constituting a great share of their education. In proportion as physical science has improved, the cultivation of moral is required to balance and assist its effects on the mind. Here Oxford and Cambridge have fallen greatly behind in their courses of study; Dublin has not, but advanced with equal steps in both the moral and the physical sciences. In the present age, those who are exclusive votaries of physical science seem to entertain the notion (which many of them have not hesitated to express strongly), that a knowledge of matter alone, and of the great utilities to the comfort and civilization of nations to which that knowledge conducts, ought to form the greater part of education; a notion which I consider to be as erroneous as that of several of the ancient philosophers of Greece, who, in consequence of the imperfection of the physical science of their day, despised altogether any researches into matter.

5551. The tendency of this age being, in consequence of its great devotion to mechanical science, rather to the mechanical and the practical of life, would you not, as in some degree a counterpoise to such tendency, make mental science, in its various branches, an integral part of education?—I have been strongly impressed for many years past with the necessity of that principle.

5552. Do you see any objection to introducing it to the attention of a child even at an early period?—I see no objection whatever to a well informed schoolmaster, who himself had passed through an university class of metaphysical science, modelling a great part of his instructions, even to his youngest pupils, according to plans which his knowledge of the mental sciences would indicate to him. This, too, forms an important reason for insisting that all schoolmasters should have studied these sciences at college.

5553. Do you think a certain portion of these sciences an appropriate study for class of life as well as for every age?—I certainly do.

5554. You think an education, to be a really good one, should give not only a certain knowledge of physical, but also of metaphysical science?—Yes; doing equal justice, if possible, with both, consistently with all the lights of the present time, so as to give to every branch its fair share of influence.

5555. Do you consider a fair combination of these various studies an advantage?—Undoubtedly; just as a person will understand the English language and grammar better if he be acquainted with the grammar of other languages, or as a person will understand the science of natural philosophy better if he be acquainted with chemistry and natural history; all the knowledge of man constituting, in fact, when considered upon an enlarged scale, but one science, as Cicero has expressed in his celebrated passage, "Omnes artes quæ ad humanitatem pertinent," &c.

5556. Do you think that if education were properly classed, there would be sufficient time for application to these several branches?—I cannot see any deficiency of time, under proper regulations.

Veneris, 21° die Augusti, 1835.

THOMAS WYSE, ESQ. IN THE CHAIR.

The Reverend *Richard Jones*, called in; and Examined.

Rev. *Richard Jones*.

21 August 1835.

5557*. YOU are a Professor in the East India College of Haylebury?—Yes. Professor of Political Economy and History.

5558*. How long have you been so?—I was appointed in February.

5559*. You were professor in King's College previously to that period?—Yes.

5560*. Were you professor since the first moment of its establishment?—No; I succeeded Mr. Senior. I am the only professor who has given lectures there.

5561*. At what period was the East India College established?—It has been established about 30 years.

5562*. Can you give the Committee an outline of the constitution of the college?—The college consists of the principal, the members of the council, the assistant professors and teachers. The members of the council are six, and they have the government of the college in subordination to the Court of Directors and the Board of Control; the principal having the casting vote in the council, and certain duties connected with a general superintendence. The Council, as a body, is responsible for the discipline of the place, and for the expenditure of all monies received; has the power of making bye-laws to be afterwards approved by the Directors.

5563*. By whom are the professors appointed?—By the Court of Directors, subject to the approbation of the Board of Control, by the late Act, and when once permanently appointed members of the Council they are not removable, except upon sentence by the visitor, the Bishop of London.

5564*. By whom are they paid?—By the East India Company.

5565*. What is the average of their fixed salaries?—The salary of a professor is 500*l.* a year, his commons, and a house. The assistant professors have 400*l.*, and the teachers have any sums which are allotted to them; actually, they have all 400*l.*

5566*. Do the students pay fees to the professors in addition to these salaries?—No; the students pay 100 guineas each, but that goes to the general expenses of the college.

5567*. How many professors are there?—There are six professors, including the principal; three assistant professors, and two teachers.

5568*. The college is separated into two great departments, the Oriental and the European. What are the number of professors appointed to the Oriental department?—There are five altogether; there is one professor, with two assistants and two teachers.

5569*. The principal object of the institution is to educate for the writerships in the East Indies?—To give a sort of professional education to the young writers.

5570*. Is the Oriental department therefore the principal object?—When the college was first instituted the declared object of the Court of Directors was, to provide a good European education, and to provide such a foundation of oriental learning as might enable them to complete themselves when they went to India, and they have never pretended to finish them in oriental languages, so as to enable them, without further education, to undertake their duties.

5571*. How is the European department divided?—It consists of a classical department, with two professors, and a mathematical department, with a professor and his assistant; one professor of law, and another of political economy and history; but I do not know why these two last should be considered more European than Oriental. They constitute a sort of middle division.

5572*. Is the whole of this course obligatory upon every student?—The whole of the European course is obligatory, and it is obligatory upon the students that they should learn certain oriental languages, in all cases two.

5573*. What period does it take to pass through the whole of this course?—To pass properly through the whole of this course, it would take two years, but the

Rev. *Richard Jones.*

21 August 1835.

time which the students stay has been broken in upon by certain regulations of the East India Company, so that very few of them complete their whole course. It seems to have been an object that a man should go out at as early an age as possible, in order that they may get home as soon as possible; and a regulation exists, by which any student at the age of 18, if the council certify that he is fit to go to India, may go out after one year's residence. When that regulation passed, it was declared that the ultimate test should remain as before, therefore the Council have thought themselves obliged to let any man go out to India, who, being 18, could, after one year's residence, pass the ultimate test. It is a very low test, and therefore a very great proportion do go out at 18, passing a very low test.

5574*. Do you think then that the period of two years is inadequate?—I think that two years would be no more than adequate for a full European education, and a foundation of an Oriental one. The Oriental professors must have more time to complete the Oriental education of the student, to an extent that would make it unnecessary to have further instruction in India before they entered on official duties.

5575*. Are they required to pass through the whole European department before they enter upon the Oriental?—No; they begin the Oriental the day they enter the college; the two courses go on simultaneously.

5576*. Supposing the Oriental course were altogether excluded, would you think that the period of two years would be sufficient to pass through the European course pursued in the college?—Ample.

5577*. At what age do the students generally enter?—They may enter at 16, and in practice they generally enter at 17; they cannot enter before 16, or after 20.

5578*. Is there any examination necessary to qualify them for admission?—Yes; they are obliged to bring up two Latin books and the Greek Testament, and to be able to work arithmetic as far as fractions. It is generally thought that this preliminary is very much too low, that the efficiency of the place would have been much increased by some plan like that lately adopted by Trinity College, Cambridge, which now demands a much higher preliminary examination.

5579*. If this higher preliminary test were demanded, do you think that the time allotted for passing through the European course might be abridged?—Yes, it might be, to a certain extent.

5580*. The preliminary test being so low, is it not found in practice that there is a very great diversity in the acquirements as well as in the intelligence of the students who present themselves for admission?—Unquestionably; about one-fifth, upon the average, are rejected at the preliminary.

5581*. Even with that low test?—Even with that low test.

5582*. A considerable portion then of the time of the professors, which should be dedicated to advancing them to higher branches, must of course be spent in elementary education?—The fact is, that when they come in so ill-prepared, the European education must be considered as all but hopeless; instances occur of men rejected at the preliminary examination, afterwards passing a very fair European examination, but they are rare.

5583*. Is it found, in effect, that many present themselves with much higher qualifications than those you have just mentioned?—Unquestionably.

5584*. And that no injury could result to the institution, or to the number of candidates who would present themselves for admission, if a much higher test were required?—Certainly no injury whatever. This would result, that some men that now come into the institution never would be admitted, and it would be a very good result.

5585*. Is it found, in consequence of this low test, that in the after progress of the students there is a very great inequality?—Enormous. I suppose there is no greater inequality in the intellectual acquirements of men in any place in the world than in Hayleybury.

5586*. Are the students presented, or is any person who may wish it allowed to offer himself a candidate for admission?—The patronage of the civil service in India is at present vested in the Court of Directors, and they have hitherto appointed who they please to Hayleybury; if they passed the test, they came in. All that is required is a nomination by a director; but by the last Act considerable alteration is made in that respect.

5587*. How has this patronage been exercised?—No doubt the patronage, upon the whole, has been fairly exercised; but still, under that system, there have occurred instances of nominations which were to be regretted.

5588*. What

Rev. *Richard Jones.*

21 August 1835.

5588*. What improvements would you suggest in the mode of nomination?—That point has already been decided on by more competent authorities, and plans on the subject are in contemplation, one result of which will probably be the giving up Hayleybury altogether. If, however, that college were continued, and I individually were called on for a plan of nomination which would interfere least with the patronage of the directors, and be the least dangerous to the public service, I should perhaps suggest that whenever four writerships became vacant, five nominations to the college should take place. The average number going out half-yearly would be 20; and as there would be 25 nominees, 20 would succeed, and the last five should have cadetships.

5589*. Is there any military education given?—There is no direct military education given.

5590*. The students live in the College?—They have rooms, and are boarded in the college.

5591*. And the professors?—Yes, all but one; the law professor has always been considered non-resident; it has been an object to secure some barrister from town.

5592*. Writers are not eligible to the situations in India till they have passed through this course?—No.

5593*. Will you have the goodness to give the Committee an idea of the course of education?—I will put in a summary by Dr. Patten, the principal. It is dated as far back as 31 May 1826, some alterations have since taken place which are not noticed in it.

[*The Witness delivered in the same.*]

5594*. In the department of Mathematics, do the students advance to the higher branches of the science?—Not to the highest; it has been considered that they have not time for a very extensive mathematical education. They all learn the elements of pure mathematics, and those who stay long are taught the branches of mathematics applicable to natural philosophy.

5595*. What is the course of classical studies?—The examination is as nearly as possible the same as in Trinity College, Cambridge.

5596*. How far do they proceed in the study of law?—The present professor of law lectures the students during the whole of their residence, and does as much as is to be done by two lectures a week during the time that they stay; of course that obliges him to confine himself to general principles.

5597*. History and Political Economy are united?—They are.

5598*. Of course you are more particularly acquainted with that department?—I am.

5599*. How many hours do you give in the week to lectures upon these subjects?—In the ordinary state of the college five hours, two hours each to two classes of political economy, and one to one on history.

5600*. Is the course on History one of a general nature, or is it confined to any particular portions of history?—It is left entirely to the discretion of the professor.

5601*. Is it required, previous to entering upon this class, that the students should be well acquainted with Ancient History?—No, it is not; the fact, however, is, that the classical professor generally takes care to see that they go through some course of reading upon that subject.

5602*. Is your course of History accompanied with Statistics and Political Economy?—The ordinary plan has been that the second term should be lectures in history, and the two senior terms in political economy, and I have reversed it.

5603*. Have you incorporated in the course the particular portions of Political Economy which you wish to treat?—Yes, I have only gone through one half course, but the course I am now pursuing is the application of political economy to the economical condition of India.

5604*. Why do you prefer that portion?—I am driven to it by certain regulations of the Company. The students of 18 are, as I before stated, allowed to go out to India after their second term. They only come to me in their second term; and if I do not, therefore, begin by lecturing on the political economy of India, they never hear the word India from me at all.

5605*. Is there not an inconvenience in lecturing upon a particular portion of the subject before the student has acquired a good idea of the entire?—Very great difficulty; because we have to inculcate the general principles, and to show the detailed application to a very peculiar state of society at the same time.

Rev. *Richard Jones.*

21 August 1835.

5606*. What is the course you adopt in giving your lectures upon Political Economy?—We have a peculiar mode of lecturing, which the late Mr. Malthus first established at Haileybury. Our lectures are neither quite the popular lectures which are given in the Scotch Universities, nor are they exactly the class lectures which are given at the English Universities: we call them catechetical lectures. When we go into the lecture-room we have prepared a certain number of questions or propositions, those we make the men write down. We lecture upon each of them, and we employ as much time upon each as we think will enable them to answer questions upon it in any future examination.

5607*. Do the pupils take notes of those lectures?—Yes, they take down the questions. They know that they are afterwards to be examined upon them; they take, therefore, such an abstract of the lectures as may enable them to pass an examination.

5608*. Do you find that this course of lecturing is preferable to the mode generally in use?—Very much so certainly; it has been perfectly successful so far as I have had any opportunity of trying it.

5609*. What are its advantages?—In a popular lecture I find that very few people carry away more than a most indistinct notion of the whole. A single proposition is easily explained and enforced. The young men are as well able to get up a single proposition in political economy or law as a proposition in Euclid.

5610*. Do you find that it keeps them in a state of constant activity from their knowing that they cannot indulge in indolence or lean too much for assistance on the professor?—Nothing can be better in that respect; their minds are in a state of constant activity. They know that they have to rely almost entirely upon what they get in the lecture hour.

5611*. Is the result of this not only more useful to the students, but more agreeable to the lecturers?—It is more agreeable in the result, because it is more efficient; but, certainly, the most agreeable thing to the lecturer is, to lecture away for an hour without any interruption.

5612*. In some cases a lecture is given for half an hour, and the other half hour is spent in asking questions upon the subject of the lecture. Would you recommend that arrangement?—My own arrangement is this. The first 10 minutes or quarter of an hour of each day's lecture are devoted to an examination on the lecture of the preceding day. Then the questions are given out, and then comes the lecture of the day upon each of those questions. But I should mention, that the *vivâ voce* examination is principally adopted to enable us to discern which students make up their note-books from their own analysis, and which borrow their notes from other men.

5613*. Do you require that they should show their note-books to the professor?—Yes, once every month, for the purpose of being ranked in the monthly report.

5614*. Is the professor allowed, at any time that he pleases, to call for the note-book of any student?—Unquestionably, it would be in his power if he chose.

5615*. Do you find that these note-books in general are well kept?—Remarkaby well.

5616*. Do you perceive a great improvement, from the greater facility they acquire of analysis, as they gradually advance?—Clearly; they begin to handle the subject in an entirely different manner.

5617*. Is that mode of examination adopted by all the professors?—Not by all; it is very imperfectly applicable to lectures, only on languages.

5618*. In asking these questions of political economy, do you leave a large range for the reasoning and suggestions of the pupil himself?—He understands that he may reason and present any views which may occur to him, but he must give a distinct answer to every question.

5619*. Do they accompany this course with reading?—In the course on history.

5620*. Do you refer them in general to original authors?—I have as yet only given one half course on history, that was upon the development of the institutions of the European nations, and I took Hallam as the text-book.

5621*. Did you suggest to them the utility of consulting the original text writers referred to in Hallam?—No; the reading of Hallam and the analyzing my lectures was as much as they could do; and some of them, I believe, thought rather more than they had time to do.

5622*. What portion of Hallam did you give in each lecture?—I did not go through the book regularly; I generally took 12 questions, or propositions, and

then pointed out the part of Hallam which would give them information upon those questions or propositions.

5623*. You gave them the substance of the subject?—I gave my own views of the substance of the subject, and those views were for the most part in accordance with those of Hallam.

5624*. Did you introduce Political Economy, as bearing upon History, and *vice versâ*?—I am doing that now in an especial manner, because I have taken the historical class with the political economy class, and am giving them now a lecture upon the Indian institutions, which bears upon the productive power of the labouring population of India. I lecture, therefore, upon institutions at the same moment that I am lecturing upon the economy of the country.

5625*. With a view of showing the influence of institutions upon the productiveness of labour, and of the economical position of the labouring class upon institutions?—Yes.

5626*. Do you find that the students are capable of following the difficulties of that science with ease?—Ordinarily, I believe. About one-third follow it perfectly; they give me back my own notions, and sometimes I have had them in a shape that I like as well as my own, or perhaps better. About another third gain considerable profit; the last third do not come up to that point, and there are one or two that must be considered as doing nothing. Of the class I am now lecturing, however, about one half understand and master the lectures very thoroughly.

5627*. Do you seek to make your questions particularly easy?—I endeavour to make them very plain. I take questions which may be considered difficult; but I think it an object to make them plain.

5628*. Your course advances considerably beyond the elements?—With the permission of the Committee I will put in my last examination-papers, which are the result of two months' lectures only.

[*The Witness delivered in the same.*]

5629*. What is the average age of the students in your class?—They run from 17 to 21; the majority about 18 or 19.

5630*. What number have you in your class?—I have now 30.

5631*. Do you find them anxious for the study of Political Economy?—Singularly anxious, if you connect it with India.

5632*. But independently of such connection?—I think it is considered a popular subject.

5633*. Do they prefer it to History?—There is a great variety of taste in that respect.

5634*. Do you find that classical study indisposes the students to the more abstruse departments of education?—Certainly not; the best classical men are the best men that I have had.

5635*. Do you find that the men who distinguish themselves in the Classics have any aversion to Mathematics?—It has happened that, since I have been at Haileybury, there the best classical men have been the best mathematicians. At Cambridge I should not say that is the case.

5636*. Do you connect with this course of Political Economy and History, a course of Statistics?—Not by that name; but the manner in which I teach political economy leads me perpetually to introduce statistical facts. I do not find that, in teaching political economy, it is necessary to treat of statistics distinctly and separately.

5637*. Every one passing through the institution is required to go through the whole of your course?—The whole of the European department is matter of strict obligation. In the Oriental department they are only obliged to learn the Persian and Hindostannee, and Sanscrit in some cases.

5638*. Is any other portion of the more exact sciences studied?—Very little; one of the professors of mathematics gives some parts of natural philosophy.

5639*. There is no portion of Natural History of any description?—None whatever; however desirable it might be, it is clear that we have no time or room for it at Haileybury.

5640*. Is the course of Law exclusively confined to English law?—It is left entirely to the discretion of the professor. The present lectures contain the general principles of law and of English law, as applicable to India, and comments on Mohammedan and Hindoo law. A fuller statement of the course adopted by Mr.

Rev. *Richard Jones.*

21 August 1835.

Empson, the present professor, will be found in his examination before a Committee of this House.

5641*. Are the same students, who are engaged in studying the classics, usually engaged in studying law?—All the students now study law from their entrance; political economy and history they begin in their second term only.

5642*. Are the students required to study out of class hours?—We depend entirely upon the monthly examinations for keeping them to their studies; the fact is, practically, that the majority of them are diligent and laborious.

5643*. Though many of them may be inferior scholars at their admission to the college, do they afterwards acquire habits of diligence?—Many of them.

5644*. Have you been obliged to get rid of any of the students for disorderly conduct?—No; since I have been there the discipline has been quietly and almost perfectly obeyed.

5645*. What arrangements do you adopt to insure such activity of mind and severity of study?—At the end of every month the council meet, and every professor makes a report to them of the studies of every man in his class for that month, which report is founded partly upon his own *vivâ voce* examination, and partly upon an examination of the note-books. The council then note every man with three different marks, a G, a P, or an L. G. means good proficiency, P. proficiency and L. little. Those books are sent both to the India House and to their parents every month. There is a very wholesome dread of an L. These monthly reports extend also to the moral conduct and technical regularity of the students on the report of the dean; they are marked as regular or correct, or as not quite regular and not quite correct; irregular or incorrect, as the case may be.

5646*. Does the Council receive communications from the India Board, or from the parents, in answer to those Reports?—Bad accounts usually produce remonstrances, sometimes visits from the families of the students.

5647*. Do you find the fear of these consequences operate very strongly?—Since I have been there, there has been no instance of a monthly report so bad as to bring down the friends of any student; but there is a great dread of it.

5648*. Comparing the course of study through which the students pass, and the manner in which they pass with that of other institutions, would you say they were above the average, both in activity and in acquirements?—Very much; at the same time I do not ascribe this result wholly to our machinery, or the mode of working it, but partly to the very powerful motives that we can bring to bear upon our students; to fears of losing their appointment, of the disapprobation of the directors, of disappointment and anger of their friends.

5649*. Do you find that there is a much greater quantity of knowledge acquired than in most other institutions?—There is a much greater quantity of knowledge acquired in a given time, and when they stay a reasonable time; that knowledge is sound when they leave us in two terms. I am afraid their acquisitions are sometimes made too rapidly to be lasting.

5650*. Does any injury result from these exertions?—I should say no; that at one time I thought that such a result must take place. I visited Haileybury three years ago with a friend of mine; we were shown the examination-books, and the course pursued was explained to us, and we then declared that such a course must stifle a great deal of intellect. But, after some practical observation, I think there is something in the powers of young men of the age at which the students enter, that enables them to adapt themselves readily to a plan of varied exertion, and to the rapid transition from one subject to another; upon the whole, I am now inclined to think that the system of severe and varied study pursued at Haileybury, instead of doing the body of young men harm, does them good.

5651*. It has been observed at Cambridge, that the great tension of mind necessary for preparing for an examination has proved in many cases injurious. How comes it to pass that this is not observable at Haileybury?—I attribute it to the change of subject at Haileybury; to the tension not being all upon one subject.

5652*. Do you think that it is in any degree attributable to its not being the result of one single great effort, but of a regular course of exertion?—I can hardly say that, because there is no doubt that there is always a desperate effort during and immediately before the examination.

5653*. Are these examinations founded upon particular books, adopted as the text-books of the course?—Not my examinations. They are founded wholly upon the

the lectures, and the students have full security that they will not be examined upon anything that they have not been lectured upon.

5654*. Then there are no text-books?—No; some work is generally pointed out which contains the substance of the subject lectured on; but the essential foundation of the examination is always the lecture.

5655*. Has any inconvenience arisen from the want of such books?—I had a complaint made last year, at the beginning of the term, that some text-books were wanted; but at the end of the term, I believe, the students were quite satisfied with the plan adopted.

5656*. What is the specific manner in which their examination is conducted, as contra-distinguished from that of Trinity College, Cambridge?—At Trinity College, Cambridge, the lecturer is not the examiner, and therefore the examination may turn upon what has never passed in the lecture-room; in our case the examination turns almost entirely upon what has passed in the lecture-room. I prefer our own mode. I think you are able to select better the exact path in which you wish to lead the students; and that this, upon the whole, is more advantageous than the leading them to get a very general, and therefore, in the case of many, a very shallow view of the whole subject.

5657*. Is not the more general examination the more difficult one; and would not a person that went through it exhibit a greater degree of proficiency?—He would exhibit wider reading; but I doubt the examiners being able to put equally difficult questions with any prospect of their being generally answered. If you took a large class of students and put difficult questions depending upon the general reading of the students, I think you would be disappointed in the average knowledge produced.

5658*. Do you use written questions in addition to the *vivâ voce* questions?—The questions we examine on are always written.

5659*. Are the answers given always written?—Yes; I have no *vivâ voce* examination with any view of classing the men.

5660*. Do you consider *vivâ voce* examination to be superior or inferior to written examination?—As a means of testing relative proficiency, I consider *vivâ voce* examination is very unfair; two men with equal knowledge would often so answer that the worst man would be put first; the general defence of *vivâ voce* examinations appears to me fallacious; they are said to lead to habits of promptness; but a man only goes through an examination, with a view to their classification, once or twice a year at most; the influence of such examinations as methods of training must be small.

5661*. Were the habit of *vivâ voce* examination frequent in the classes, would not the same men who were capable of answering in classes be equally capable of answering at those periodical examinations?—Some men might; others never would. I have occasionally a *vivâ voce* examination in the class for the purpose of ascertaining whether the note-books of the students are their own, or borrowed and copied.

5662*. Do you find these *vivâ voce* examinations a worse criterion for judging of the relative merits of the pupils than written examinations?—Invariably; they have never done themselves relative justice by the *vivâ voce* examination.

5663*. Do you think the two might not be advantageously combined?—I have a strong belief that if you attempt to class men by a *vivâ voce* examination you cannot avoid doing injustice; I think you may have such examinations for other purposes, but in classing men I would depend entirely upon the written examinations.

5664*. Do you not think that a written examination has the advantage of teaching the student a ready mode of expressing his ideas on paper and composing with facility, which may be as important to him as the power of prompt answering in a *vivâ voce* examination?—I do not think that examinations of any kind come often enough to be an efficient mode of training.

5665*. If, in addition to your daily examinations, you had monthly examinations, and annual examinations, upon the same principle would you not suppose that such habits might easily be generated?—In the case of many men, never; but supposing habits to be generated through examination, no ground would be established for preferring one mode to the other. Facility in writing gained in the one case must be balanced against facility of expression in the other. I meant to have mentioned that our examinations embrace all that the college professes to teach; that gross neglect of any one branch of knowledge taught incapacitates a student from holding

Rev. *Richard Jones.*

21 August 1835.

any prize at all, and that the classes are arranged on principles which make a diffusion of exertion essential to success.

5666*. At Cambridge, on the other hand, a person may obtain the highest honours in Mathematics, and yet know nothing whatever of Metaphysical science?—Yes.

5667*. Do you approve of the principle in the Scotch colleges of the individual selecting what classes he may think proper to attend, and omitting others?—Decidedly not; that is in institutions which profess to give a complete liberal education.

5668*. Are there not a great many among the middling classes to whom it may be an object to obtain a knowledge of some branches of physical science, and to whom it would be no object to obtain a knowledge, for instance, of the classics?—Where the education given is professedly to be less than complete, it might be divided into two parts; one preliminary and a matter of strict obligation, and another portion which might be in part optional.

5669*. Do you think that in an institution designed for the middle classes it would be advisable to have a certain course obligatory on all, and additional courses which the students might attend, as each thought proper?—Precisely; I do not say what that preliminary course should be; I do not say that it should be precisely the course of our public schools; but I do not think that it would do to let little boys of eight or nine choose what they should learn, or their parents choose for them; the parents in the class of life named are very imperfect judges of systems of education.

5670*. It has been suggested to this Committee by a very intelligent witness, that it would be desirable that elementary education should be continued to the age of 14 in such manner as to give to all classes of society up to that age the same range of instruction in every respect; do you concur in that opinion?—No; I should say that long before the age of 14 a considerable division should take place; and the foundation laid in the case of individuals who are to continue their education to 21 should be very different from the foundation laid in the case of individuals who are to leave off at 14.

5671*. At what period would you make the separation?—I should separate them at six or seven years old, because then I should begin to teach Latin and Greek.

5672*. Do you think that Latin and Greek may be learned with advantage at that age?—I think they may be learnt very well at that age.

5673*. Do you not say that the physical sciences would be better learnt at that age, and that the languages might be deferred with advantage to a later period?—The subject is new to me, but I should say no; I think you should teach first that which is an affair of memory, and, lastly, that which is an affair of reason.

5674*. You consider the learning a language then more as an affair of memory than of reason?—I do.

5675*. Do you see any objection to teaching at an early age the elements of those sciences in which knowledge is admitted to the mind principally through the medium of the senses?—I think that knowledge very worthless, unless the intellect is to be exercised upon it.

5676*. For instance, in popular astronomy are there not many truths which can be taught to a boy of 10 years old with as much advantage as to a grown person?—Perhaps so; but I should not therefore say that a boy of 10 years old was better employed in learning popular astronomy than in learning Latin and Greek, and mathematics.

5677*. As you are of opinion that the reasoning powers are not developed till a certain age, is not it, therefore, desirable to employ the years preceding that period in the acquisition of those branches of knowledge which can be advantageously received by the youthful mind, and which may otherwise, from the pressure of other avocations, be omitted afterwards?—In the case of persons that are to go through a thorough and complete education, I have no doubt that the kind of knowledge which they can attend to with most profit at an early age is languages and mathematics; but even admitting for the moment that there is a class of popular physics which may be put upon a level with the classics and mathematics as the subject matter of early instruction, still I should choose languages, and for this reason, that the facts connected with physics are rapidly got in after life; languages painfully and slowly.

5678*. Have you not practically found many men extremely accomplished classical

classical scholars, who were at the same time extremely ignorant of the simplest truths of natural philosophy?—Unquestionably; but it does not appear to me that the remedy for that evil is to begin by teaching them natural philosophy at that early age, but rather to take care that it is taught to them at a more advanced period.

Rev. *Richard Jones.*

21 August 1835.

5679*. Do you think that the discipline resulting from the learning of languages is one of great intellectual utility?—Yes, I think it is a discipline well suited to the minds of young people, and I do not think the other discipline pointed out is.

5680*. Are you of opinion, that for all practical and useful purposes, a sufficient degree of study to put the learner into the full possession of the languages may be applied after the age of 14?—Certainly; but in most instances it would require undivided attention for a long period, and a very able teacher. A body of students, after the age of 14, would wade through the learned languages very slowly; such a scheme would produce some splendid grammarians, no doubt, but there would be a very great proportion of failures.

5681*. Would you then adhere to the system of instruction actually pursued in our public schools?—I adhere to that system of instruction, so far as it begins with the dead languages, and the mathematics for those who are to have a liberal and complete education.

5682*. Are you of opinion that the present course of instruction in our public schools is defective, and that in addition to the knowledge of the classics which is there obtained, it might not be possible in the time which is now exclusively devoted to them, to give to a young man a great variety of other intellectual acquisitions?—I cannot assent to the words "great variety" at that time of life; but I have no doubt that more might be done, and that more is doing than has formerly been done.

5683*. The question refers to the period between seven years old and the time of going to college?—Unquestionably after 14 much more might be done than is done.

5684*. In studying the languages at present, is there not much time wasted that might be very profitably employed in acquiring not only the languages, but a great deal beside of other useful knowledge?—The schools might be much better arranged than they have been, and I think they are becoming so. The school at King's College is wholly unfettered by any prescriptive habits. I heard the Bishop of London declare to a public meeting, that upon looking over it, he had only to lament that he had not had in his younger days the advantages which the scholars were deriving there. The elements of mathematics are well taught there, and, with Latin, Greek and French, are studied by all; German and drawing, to any who choose it, without additional charges.

5685*. Is physical science wholly excluded?—The boys are not compelled to learn physical science; but they have very eminent professors of those sciences; Mr. Daniel, the professor of chemistry, and, I believe, others, every year give courses adapted expressly to the school, and the boys go who like.

5686*. Are the elements of Political Economy taught in the school?—No.

5687*. It is taught in the college, is it not?—There is a professor who would teach a class if he had it, but there is no class in the college.

5688*. Was there any objection to the establishment of a professorship of that science?—Yes, there was a strong objection on the part of a portion of the council; they thought Political Economy mischievous.

5689*. Then how came it to be established?—It was ultimately established by an appeal to the visitor, the Archbishop of Canterbury, who gave, I believe, a written opinion, that if bad political economy was taught elsewhere, that was a strong reason why sound political economy should be taught at King's College.

5690*. Do you not find that the Physical sciences are practically excluded even from the university course of Cambridge, in consequence of there being no public examination, and no public rewards attached to proficiency in those sciences?—Natural history is excluded from the course there; but those branches of physical science which depend upon Mathematics always find a great number of students.

5691*. You have stated that there is a lamentable ignorance among many classical men of the truths of natural science; do you not think that the present system adopted at the Universities, and in our public schools, is calculated to perpetuate it?—I have never considered it much; and I see great difficulties in the way of introducing a great variety of studies as the studies of the

Rev. *Richard Jones.*

21 August 1835.

place, and demanding a certain proficiency in each. I think it is to be lamented that there are not more opportunities of studying natural history; but I am not prepared at this moment to see how it can be introduced into the public examinations.

5692*. Would you recommend the introduction of the elements of Political Economy and Law in minor establishments; in establishments, for instance, secondary to the Universities?—That would depend entirely upon the destination of the men: if they were destined for business, I do not know that I should make it imperative.

5693*. Would you not recommend the acquisition of a certain portion of Political Economy to every man in the country?—I think, in a country like this, it mixes itself so much with questions that a man has daily to decide, that it might be useful to all.

5694*. Does not much of the discontent among the several classes of the commnnity arise as much from ignorance of Political Economy as anything else?—Yes; on some particular points.

5695*. Would you apprehend any injurious results from that study being more generally pursued?—No. The fact is, that almost all men think they understand it, and therefore it is an advantage that they should really understand it. All the mischief that is supposed to be done by political economy is really done in ignorance of it.

5696*. Cannot you foresee a time when the doctrines of Political Economy will be accepted as truisms?—Yes, many of them; and I can foresee a time when political economy itself will be in a very different state.

5697*. Supposing a country in which it was received as perfectly established that all trade ought to be free, would not a great deal of the science of Political Economy be rendered unnecessary by that very circumstance?—No; that is a branch of political economy of which the extent has been vastly over-rated. It forms but a very small branch of political economy. It is a great misfortune that that branch, which lies in the smallest compass, has occupied the greatest attention.

5698*. Would you think it desirable at present to introduce the study of Political Economy into such institutions?—Not to any great extent. I think the science is too imperfect to be taught popularly at present.

5699*. Is there any theory of political economy that can be asserted absolutely without a danger of leading men astray?—No entire theory; but every man thinks there are some positions which he can assert absolutely.

5700*. Is there any religious test required for admission at Haileybury?—None whatever.

5701*. Is there any interference with the religious opinions of the pupils?—Not in the slightest degree. There is public worship.

5702*. Are there individuals of every different religious sect?—There are.

5703*. Are they allowed to attend their several places of worship?—We have never had any applications, except from Catholics, and they are always allowed without any difficulty.

5704*. Is their attendance required at public service?—There is prayer, morning and evening; it is a very short prayer, which lasts scarcely eight minutes.

5705*. Is the prayer of such a nature that any sect of Christians can join in it?—Yes. If an objection was made we should first take great pains to find out whether it was a conscientious objection, and if it was, we should be inclined to consider it. It is, however, just like joining in prayer in the House of Commons.

5706*. Then the absence of all regulation with respect to interference with religious opinions is found to be advantageous?—Highly so with us. I should beg at the same time to guard myself, as far as regards the two English Universities, with respect to which I consider the case is different. I consider it as part of their distinct objects and aim to teach the religion of the Established Church; but in an institution such as ours, I think, if you put persons in authority, in whom you have confidence, and trust to their discretion, you will never have any difficulty.

5707*. Are any of the professors Dissenters?—We have an assistant professor who is a Dissenter, and another who is a Mohammedan.

5708*. It is considered no disqualification?—No.

5709*. Are the regulations of the institution severe?—Exceedingly; more so than those of any other place of education which I am acquainted with.

5710*. Have they found it difficult to maintain this severity?—Not latterly.

5711*. With

5711*. With respect to university education generally, do you think it possible to frame the education of the universities on such principles as to admit persons of all religious persuasions?—Persons of all persuasions to the benefit of education, and perhaps to degrees, but not as members of the governing body.

5712*. Do you think that those persons who are destined for the church ought to pass through a separate theological education?—I think that all English gentlemen, who are of the Established Church, ought to be instructed in the doctrines and discipline of that church, but I would allow any man that liked to enter himself as a Dissenter, and have a different system applied to him.

5713*. Will you state what is the theological system at Cambridge?—We had lectures every Sunday afternoon, and we were examined once a year, or, I think, oftener in some book of divinity.

5714*. Are you aware, that in Trinity College, the whole of the theological education consists in mustering at chapel, morning and evening?—I am not aware of it.

5715*. Are you aware also that the whole of the theological education, as such, required in the university, consists in attending two or three courses of divinity lectures, as a preparation for the church?—Except the theological instruction given in the colleges. In my own college I was regularly made to attend lectures on the Greek Testament every Sunday evening, and I was, every term, if I recollect right, examined in some work upon divinity. That was at Caius College.

5716*. When you speak of the universities being exclusive institutions in connection with the Established Church, do you think it is worth while making so broad and invidious a distinction for the sake of attendance upon a few divinity lectures?—If the lectures are so few as to be useless, their number should be increased. I would lay it down as a principle, that wherever there is an established religion, there should be some places at which the inhabitants of that country should be taught the doctrines and discipline of that established religion in a manner suitable to their rank, duties and opportunities. If there were no such places as Oxford and Cambridge, I think they ought to be created for that purpose.

5717*. But you would not have them exclusively so?—Not at all. I conceive the full and fair and strenuous performance of that duty quite compatible with the admission of Dissenters to all the advantages of secular education, and to many of the other benefits of the place. If I were to propose a measure, I would say that they should all be admitted to degrees, and that there should be commissioners to report what other advantages of the university they could be admitted to, consistently with the complete preservation of the interests of the Established Church, and with an efficient system of instruction in her tenets, rights and discipline.

5718*. Are there not lay fellowships in the universities?—There are.

5719*. Would you see any objection to admission to these lay fellowships?—Not at all, provided it did not give them a place among the college governors or officers.

5720*. In the case of Ireland, where a similar institution exists to those of Oxford and Cambridge, but where the great mass of the population is of a different persuasion, do you see any objection to adding lay fellowships to the universities for the purpose of admitting Catholics as well as Protestants to those honours?—No; I think everything that could be done to amalgamate all classes of the Irish population should be done.

5721*. Allowing the full operation of the present system, do you see any objection to making that addition to the present system?—No; on the contrary, I think everything should be done that would tend to amalgamate all classes of the population, but still keeping the present college in full efficiency as the appropriate instructress of those belonging to the Established Church.

5722*. Have you found in the Institution of Haileybury that the professors have been called upon to exercise severely the power which they have in their hands for the purpose of maintaining order among the students?—Since I have been there no instance has occurred. They have come into a state now in which all goes on like clock-work.

5723*. To what do you attribute this alteration?—To various circumstances in the history of the institution. When young it was doubtful what power was to be vested in the college council. The Court of Directors were unwilling to give the power of rustication or expulsion, and every pupil then knew that he had some influential friend to take his part elsewhere; but that has passed; the power of expulsion is now vested in the college council. Again, they came at first much younger;

Rev. *Richard Jones.*

21 August 1835.

younger: and the system adopted with a view to lads of 15 or 16 was found inapplicable to youths from 18 to 20.

5724*. Is the course of study now more severe than it was during the former period?—Very much.

5725*. Do you attribute a considerable degree of the present tranquillity to the constant occupation of the students?—Yes; I attribute it very much to their being obliged always to work hard, and to the prevalence of a spirit of hard work; but there is also generally a better spirit abroad in the place, and everywhere you must depend for discipline principally upon the spirit of the men; if you do too much in the way of inquisitorial visitation, you enlist against you that spirit in a way that will do a great deal of harm.

5726*. You find it generally better to leave the students to their own good sense and good feeling, than to keep up an inquisitorial police?—Yes, a really inquisitorial police is, I think, bad.

5727*. Do you find the operation of habits contracted in other schools difficult to overcome; do you find them interfere materially with the discipline of the institution?—No; I think that the senior students in the college generally give the tone.

5728*. Do you consider the arrangement of Haileybury, where the students are boarded in the house, better adapted to collegiate institutions, than halls appropriated to the delivering of lectures, leaving the students to reside in town?—That depends, I think, upon the position of the institution. Where it is in a large town, with a considerable number of pupils whose parents are inhabitants of the town, I think it is better to leave them to their families; but where it is in the country, as Haileybury, it is essential that they should be boarded in the college. Where the college is situated in a large town, a medium system may be, perhaps, useful; there may be a hall where students may dine, and provide themselves with lodgings and breakfast.

5729*. Does not the providing the pupils with board and lodging in the college require a much larger establishment, and greater expense?—Yes, it does; it requires a large and rather expensive establishment of servants.

5730*. Is the control exercised over the pupils in the college as strict as the control usual in their own families?—If they can be with their own families they are better controlled, perhaps, than they can be elsewhere; but there are some advantages in their being able to mix together a little.

5731*. You think a combination of the two systems is perhaps better than either separate; the commons to be taken in the college, and the students to reside out of the precincts of college?—It appears to me so.

5732*. Have not they lately introduced the system of boarding in King's College to a small extent?—They have; but, I think, their system of boarding will be confined to allowing them to frequent the public hall.

5733*. What has been the expense of the establishment of Haileybury?—I do not know what the building cost.

5734*. Can you state the average annual expenditure of the college?—I think, last year, the maintenance of the students, and all the expenses of the institution, came to 14,700*l.* Out of that the students paid back, at 105 *l.* each, 4,350*l.*; that left a balance of about 10,350 *l.*; out of that, supposing you were to attempt to adapt the same plan to another institution, you must deduct about 3,000 *l.* for the Oriental department, and about 850*l.* for clerks at the India House, books and medals sent down as prizes, and expenses of visitors, and other et ceteras. Altogether about 4,000*l.* would not be wanted elsewhere. Therefore the expense would be about 10,700*l.* One hundred pupils, at 100*l.* a year, would about clear it; it would require 100 pupils to pay about 150 *l.* a year, to clear the expenses of Haileybury. That expense includes board, lodging and firing; but then remain the students' clothing, and their own personal expenses.

5735*. Is the boarding good?—Very good. We pay 22 *s.* a head per week to the purveyor.

5736*. Is the 100*l.* a year considered as a reasonable payment by the students?—No, it is not considered a very reasonable payment, because we have so small a number of pupils. Supposing us to have about 100 pupils there, and they paid 150 *l.* a year, the institution would not cost the India House more than 2,000*l.* a year; and it is thought rather unreasonable, that men should come there with the prospect of a good appointment before them, and pay considerably less than to a private tutor, with no prospect of any appointment.

5737*. Is

Rev. *Richard Jones.*

21 August 1835.

5737*. Is it less than what is paid in the great schools of Eton and Westminster?—I think there are few lads in respectable families that get through Eton at so little as 100*l.* a year.

5738*. What would you consider a fair average payment for that class of education, provided the students were not to live in the institution?—It would depend upon the habits of parents. At King's College they pay about 28*l.* a year for education alone.

5739*. What is the expense of commons?—They never have yet had any in the college, except the school-boys. Such expenses depend entirely upon the taste, the means and the habits of the parents.

5740*. Does the sum of 28*l.* comprehend the whole expense of education in King's College?—Classics, Mathematics, English literature and Divinity.

5741*. Do you think that collegiate institutions of this description are better placed, like Haileybury, at a distance from a town, or in some principal city of the country?—In the case of Haileybury there are many things to be considered; no convenience would be got by bringing them near a town; they could not be brought near to their families. Secondly, they work for the short period of their residence intensely hard, and their insulation, I think, enables them to go through it. It has often been doubted whether Haileybury would not have been better in one of the English universities. I am convinced that it would have been impossible to get the same work out of students at Cambridge.

5742*. Is there not in collegiate institutions a necessity for access to museums, libraries, &c., and for communication with different professors and literary men, which you can hardly hope to obtain without considerable expense and difficulty in any other situation than in a large city?—I think an academical institution, not devoted to particular objects, would be better in a large town, more especially if a considerable number of pupils would be likely to come from families resident in the town.

5743*. Do you think that, for insuring a good system of moral discipline, an insulated situation like Haileybury is better calculated than a large capital?—I cannot say that I think men are not exposed to greater temptations in London than in smaller towns, or in a place like Haileybury; I think they are.

5744*. Do you think that, generally, in this country the course of intermediate education between elementary and university education is defective?—Yes. I think the great want of the country is a good education for the middle classes from the age of 10 to 16, meaning always by the middle classes those between the professions and the labouring class. The education given to these classes in England is utterly worthless. I should think there is no country in the world where so much money is so thrown away. Boys go to school and learn a certain smattering of Latin, not enough to get hold of the literature; they learn less Greek, and go away at an age which makes it quite certain that what little they get they will soon lose; and they learn a little ciphering.

5745*. Is not a large portion of the students in the grammar-schools of England drafted off to the professions in the middle classes of life?—Almost all the grammar-schools that I know are exclusively frequented by the higher classes of professional men; they are filled by persons who do not come to take an eleemosynary grammar-school education, but the education which the master gives, who is allowed to keep a school of his own.

5746*. There are then very few public foundations for the education of the middle classes in England?—Very few as far as I know.

5747*. Has any mode suggested itself to you for improving and more extensively diffusing education amongst the middle classes in England?—Yes; I have thought that the establishing a Normal school or two might be useful. I have no doubt that those schools, when once established, would be soon well attended and imitated widely.

5748*. By Normal schools, do you mean schools for the instruction of masters?—No; I mean pattern schools.

5749*. Do you think it would be a legitimate application of public money the building of colleges for the instruction of teachers?—Yes, I do to the building one or two.

5750*. Leaving to the public the after support of those institutions?—Yes, entirely.

5751*. Do you think that, if the buildings were erected, they would be amply supported afterwards by the public?—Yes, I do. The middle classes are very anxious for education, and they do now spend considerable sums of money on it.

Rev. *Richard Jones.*

21 August 1835.

5752*. Are not obstacles interposed at present by the large sums which may be occasionally required for the building of such schools?—I think the chief obstacle at present is ignorance of their nature and usefulness.

5753*. What course of education would you give to the middle classes?—I am not sure that I would teach them any learned languages, certainly not Greek. I would teach them mathematics, history, and with mathematics and history I should join some religious instruction; I think some part of mental philosophy and of political economy might be taught, and constitutional history and law to a certain extent, and then I would have some application of mathematics to natural philosophy.

5754*. Is there not great want of instruction with respect to the application of the arts and sciences to the purposes of manufactures?—Yes; and lectures upon the application of science to the arts would be a great point.

5755*. And the combination of the ornamental arts with the useful arts of life?—I think special schools for the fine arts would be better, if they are needed.

5756*. Is not there great deficiency in that respect in England?—I hear that there is.

5757*. Would you make the teaching the application of the sciences to the arts a principal part of instruction in such schools?—Yes, I think the application of abstract science to the useful arts might be very profitably taught.

5758*. This comprehends the application of Chemistry and Natural History in its several branches to the uses of commerce?—Clearly.

5759*. Would it not be desirable to make such instruction as cheap as possible?—Clearly; to embrace as large a portion of the population as possible; and for that purpose to establish them in large towns where they would attract day scholars would be desirable.

5760*. Would you recommend that the adaptation of science to the arts should be taught generally in every school, or would you think it better to establish special institutions for teaching the particular adaptations of science to the particular art which the student might intend to follow?—Some institutions of that peculiar kind might be separately established, but they would be of an entirely different character. I have no doubt that the great spread of a really good education would produce inventors and men of original talent in a great many branches of the useful arts.

5761*. In these schools would you require the same arrangement you have proposed in other colleges, namely, the making the greater portion of the course imperative?—Certainly; I have no great faith in their efficiency otherwise.

5762*. What system of education would you propose for the higher classes?—The system of the universities modified by enlarging it, and extending it on the side of the moral sciences.

5763*. Is the state of moral science high in England?—It is high nowhere that I am aware of, except in Trinity College, Cambridge, and there through the fellowship examinations; but there is no professor of moral philosophy.

5764*. Is not Scotland considered to rank much higher in mental science?—It has more lectures; but as to the efficiency of those lectures, I know nothing; nor, in fact, anything whatever of the actual state of the Scotch Universities.

5765*. Would you place those institutions under any general Board?—In this country I should be very shy of introducing that sort of centralization which is found so advantageous in Prussia; I think it would disgust the people. I think there should be a Board of Education here, and they might demand certain returns.

5766*. In case it were deemed advisable to build schools, would it not be necessary to have some General Board for the purpose of seeing that these buildings were erected, afterwards allowing the institutions to proceed at their discretion?—I should propose that a certain number of pattern schools should be founded, and after that I think they would spread over the country without further aid from the State.

5767*. Would you leave education to individual exertion and individual direction, or would you make it a portion of the duty of the State to superintend and direct education?—I would make it a portion of the duty of the State to watch and assist, but not to superintend and direct; because, I think, the temper of this country would not bear that.

5768*. You would leave to the teachers the choice of their own methods?—Yes; always supposing that it was a part of the duty of the State to watch and assist.

5769*. What

5769*. What do you mean by "watch and assist?"—I mean to do just what is now doing, to have Commissioners appointed to see what is going on, and to report to Parliament occasionally on the general state of education throughout the country.

5770*. Such as exists in Ireland at this moment?—Yes, partly; not exactly that; because they have there the power of advancing money, which I do not think will be necessary here for the middle classes; I think they are rich enough, and willing enough, to find funds themselves.

5771*. Then what is the reason they do not establish these schools?—Ignorance: the persons most interested in using them do not know of the existence of similar schools, nor are they aware of the value of them.

5772*. You think the first impulse should be given by the State?—Yes.

5773*. And if pattern schools were formed, you think they would be so rapidly imitated, that any further assistance of Government in that respect would not be required?—Yes; but still Government might observe what is going on, and be ready to assist as far as necessary.

5774*. Does not a Central Board of Education possess this advantage; greater means and opportunities of collecting information through the medium of official reports from the various education institutions existing in the country, and communicating such information, especially when referable to any improvements which may have taken place in each of those institutions?—Government might, perhaps, watch and assist by means of a central board.

5775*. How many hours in the day are they occupied in study at Haileybury College?—They are occupied partly in the lecture rooms and partly in their own rooms; in the lecture rooms they must be two hours a day; but they are, in fact, some days five hours in different lecture rooms; their private studies we leave to themselves; the occupation of their time is complete. I have wished this year that a class which had only attended me once a week before should come to me twice a week, and their time was found to be so completely filled up, that it has created a disagreeable disarrangement in the whole place.

5776*. You have given to the Committee the questions for the students in your class at the examination; were those questions given to them any length of time previous to the examination?—No; they were printed in London, kept quite secret, and produced at the instant they came into the hall.

5777*. What time had they to consider them?—They go in at 10 o'clock, and we have lately determined that they shall go out at four; because they would stay till midnight, if they were allowed.

5778*. Are they furnished with books?—No.

5779*. Are the students kept separate during this period?—The students are in a large hall; the professor is always in attendance to see that they do not communicate with one another, and they write in that hall.

5780*. And who decides upon the different answers given?—The professors in the particular classes.

5781*. Are the names given in with the answers?—Their names are written at the head of every answer, and they make up each his bundle and send it in.

5782*. Is the name kept secret till you have decided on the rank of the individual?—We do not tell individuals what their rank is till the whole is determined.

5783*. Is the paper then opened containing the name?—No; a list is stuck up in the hall.

5784*. How do you test the rank of the different pupils?—I believe in the usual mode of Cambridge examiners; I can detail it, if the Committee wish it. Before we go into hall we put opposite to every question the number of marks which we shall give for that question, supposing it perfectly well answered; having the list of questions before us, we read the man's paper; if we find the answer good, we give him that full number of marks; if it is less good, we give him a rather less number, and so on. Occasionally it has happened that the answer has been so extremely good that I have given extra marks. After reading and marking every answer, we call the numbers of marks each man has obtained, and class him accordingly; and by giving a large number of marks to each question, you are able to shade off different degrees of merit with great accuracy. It is, as I have said, the common system at Cambridge, and I never knew an instance of any dissatisfaction with it, or suspicion about the justice of the result.

5785*. And you give them rank accordingly?—I do. After our half-yearly

Rev. *Richard Jones.*

21 August 1835.

examination all the men are ranked by every professor as "great," "good," "proficient," and "not proficient." The result of the whole examination determines mainly their rank in India (or rather wholly, where conduct has been good), and this influences their fortunes through life, because it gives priority of title to retiring pensions.

5786*. Is not that rather unjust and cruel towards the individual; a good man may fall into folly, or indulge in a momentary fit of idleness, and this, which after all may be mere casual and transitory, may affect his whole future life?—It is so, to a certain limited extent.

5787*. You judge the man rather by his conduct during youth, than by his conduct during manhood?—Yes; but we can only judge of their youth, and must have some strong stimulus to get all the necessary work done in our very limited time.

5788*. Do you find that this strong stimulus, by exciting overmuch their emulation, produces an evil effect upon their character?—Not in the least; I think that the most groundless of all fears; on the contrary, I have seen it educe a great deal of generous feeling; never any bad.

5789*. Do you found this observation upon particular facts within your own experience?—Yes; at Haileybury and Cambridge I never saw it produce any bad feeling.

Martis, 1° die Septembris, 1836.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

The Rev. *Charles Mayo*, D.C.L., called in; and Examined.

Rev. *Charles Mayo*, D.C.L.

1 September 1835.

5790*. YOU have given your attention to the subject of education in general, and especially to elementary education?—I have.

5791*. You conduct an extensive establishment at Cheam?—I have 50 pupils.

5792*. How long have you been engaged in teaching?—In different modes for nearly 20 years.

5793*. Have you taught generally upon the same principles, or have you varied your principles of teaching within that period?—I have varied the principles on which I carried on the process of education in consequence of my becoming acquainted with Pestalozzi and his institution at Yverdun.

5794*. You visited Yverdun?—I spent three years at Yverdun, having a department in the institution; the English pupils were under my care; they were instructed by me in the classics, and in religious knowledge.

5795*. Was it during the life of Pestalozzi?—It was during the latter part of his life.

5796*. Was he then in the administration of the institution?—He was.

5797*. You had then a full opportunity of becoming acquainted with his method?—I had.

5798*. And with the principles upon which his method is founded?—Certainly. I had the best opportunities of seeing it as then in practice; and I had very frequent opportunities of hearing Pestalozzi himself give an account of his principles to the visitors.

5799*. Is there any work in English which gives an accurate account of his principles and practice?—I think Dr. Biber's work gives generally a very correct view of the principles of Pestalozzi.

5800*. Had he opportunities of judging?—He was not at Yverdun at the time that I was, and therefore I merely speak from report respecting Dr. Biber's opportunities; but I believe him to have been more particularly connected with another Pestalozzian school at Yverdun, which was conducted by a gentleman and lady, a Dr. and Mrs. Niderer, who had formerly been coadjutors of Pestalozzi. I do not know what opportunities he had of visiting the institution of Pestalozzi himself.

5801*. What number of pupils were under your care at Yverdun?—About 20.

5802*. Were they all English, or of different nations?—They were all English.

5803*. Was every teacher in the institution required to follow the particular method which had been introduced by Pestalozzi, or were they left to their own discretion to adopt what methods they thought proper?—Pestalozzi generally endeavoured to imbue them with the principles of his method; and left them much at liberty to pursue that mode of application which seemed good to them. There was in general a want of system in the institution.

5804*. Did

5804*. Did that produce any injurious results?—I think it produced many injurious results in the institution; with a change of masters there was a very considerable change of mode; and there was, of course, a want of regular consecutive progress in different departments.

5805*. It has been observed of Pestalozzi's school, and of De Fellenberg's, that they have not, in general at least, produced any very distinguished men, particularly on the Continent; do you ascribe that to the want of arrangement, and the want of order in their education?—I do not think there was a want of arrangement at Fellenberg's.

5806*. Were the leading principles of Fellenberg the same as those of Pestalozzi?—The leading principles of Fellenberg were the same; but Fellenberg applied his principles with more direct reference to rank in society; whereas Pestalozzi looked to men simply as men. The one considered accidental points of difference, the other essential points of resemblance.

5807*. Was it then the principle of applicability to the situation which constituted the improvement of Fellenberg's system upon that of Pestalozzi?—Yes; and the greater degree of organization and systematic arrangement.

5808*. What do you consider to have been the leading principles of Pestalozzi's system?—One of his leading principles was, the necessity of developing man in his entire being, that is, as possessed of physical powers, intellectual faculties, and moral feelings.

5809*. It was contradistinguished to the method generally in use, by allowing the child to develope himself, rather than forcing that developement on the part of the master?—It was distinguished from other methods inasmuch as it went more on organic principles, and less on mechanical. It developed that which was *in* the child, rather than laid *upon* him something foreign to himself.

5810*. What were the first studies to which the child was directed in Pestalozzi's system?—There was so much that was excellent in the previous applications of his principles that had been abandoned before I went there, that I can hardly give a direct answer to that question. I would rather refer to what we are doing ourselves, as resulting from my knowledge of what had been done at different periods in which the principles of Pestalozzi had been applied by himself and by his early coadjutors. With several of the latter I enjoyed frequent and familiar intercourse.

5811*. You have introduced into this country in a great degree the more useful portions of the system of Pestalozzi?—The principles of Pestalozzi.

5812*. What portion of the principles of Pestalozzi have you applied in this country?—I have endeavoured to apply the principles of Pestalozzi according to what I conceive to be the wants of the upper classes of society in this country. I distinguish between the principles of Pestalozzi and the method pursued in any particular institution. I have endeavoured to maintain all his principles, but I modify the application of them according to the circumstances in which I am placed. The instruction given to our younger pupils relates to religious truth, the English language (including reading, spelling and grammar), lessons on objects leading to different branches of natural history, geography, history, arithmetic, principally mental, lessons on form, French, Latin.

5813*. Does that comprehend the whole of your course, or is it the course only of a portion of your institution?—This is the instruction that is given to children under 10 years of age.

5814*. At what period do they enter the institution?—From six to nine.

5815*. Do you take any after nine?—Very rarely.

5816*. How long do they continue in your establishment?—Till 17 or 18; from the nursery to the university.

5817*. Are the subjects you have just mentioned limited from the entrance into your institution to the age of 10?—If a pupil enters very late, part of that course will probably extend to a later period than 10. Of course none of the branches would be finished at 10.

5818*. What is the course which succeeds from the age of 10 to the age of 16?—Religious instruction, English grammar, natural history, geography, history, arithmetic, algebra, geometry, French, Latin, Greek.

5819*. Does that comprehend the whole course?—Incidentally other branches may be introduced; but this comprehends the whole of the general course. Sometimes a Hebrew, sometimes a German, class is formed; sometimes one in natural philosophy.

Rev. *Charles Mayo*, D.C.L.

1 September 1835.

5820 *. Do you divide your pupils into classes?—I do.

5821 *. Do you require for the entrance into a particular class particular amount of information, or do arrange them according to the convenience of the pupils or to the teacher at the moment?—My school is not large enough to admit of very accurate permanent classification; the classes are arranged according to the circumstances each year presents.

5822 *. Do you teach them yourself entirely, or are you assisted by others?—I am assisted by several masters.

5823 *. How many?—I have four masters resident in the house or the village; and others teach drawing, singing and fencing; singing is universal, with a few particular exceptions; drawing is not universal.

5824 *. Are gymnastics taught also?—The means for carrying on gymnastic exercises are provided; there is no regular course of instruction.

5825 *. Did it not form an important part of Pestalozzi's system?—It did.

5826 *. Was it found difficult to introduce it here?—I found it difficult to obtain lessons from fit masters. Gymnastics must be conducted with great skill, or they do more injury than benefit.

5827 *. Would the usual exercises of English boys supersede the necesssity of teaching gymnastics?—I think gymnastics are decidedly useful, independently of those exercises. They give more general strength and agility to the body; and are particularly beneficial to boys not naturally fond of athletic sports.

5828 *. You have stated that religious instruction accompanies the whole course; is it taught every day in combination with other subjects of instruction, or are there specific hours allotted for that purpose?—There are certain specific hours for religious instruction.

5828 **. Is it extended to every individual in the school?—To every individual.

5829 *. Are there members of different religious persuasions in the school?—There are members of different churches, but not of different religious persuasions; the members of the Scotch Church mingle with members of the English Church, but there is no difference in the religious principles.

5830 *. So that no difficulty would exist on the part of the pupils in joining in the same form of religious worship?—No difficulty whatever.

5831 *. Nor in your giving religious instruction to those pupils?—None at all.

5832 *. What periods do you set apart for the purposes of religious instruction?—Religious instruction is given partly to the classes, partly to the whole school assembled together; the religious instruction that is given in classes takes up from half an hour to an hour in the day, and the religious instruction that is given to the whole school may take up, together with the school devotions, another half hour.

5833 *. Are those devotional exercises and instructions daily?—They are.

5834 *. What are the devotional exercises?—The daily devotional exercises consist in a hymn sung by the school, a short portion of Scripture read and commented on, and followed by prayer; these exercises are conducted by myself. The religious exercises pursued in class, consist principally of reading the Scriptures, with examination on the subject-matter, and application of religious and moral principles to the conduct of the pupils.

5835 *. Do you open and close your class by prayer?—I open the class of religious instruction with a very short prayer.

5836 *. What course do you follow in teaching the Scriptures?—We generally pursue this course; we read the four first chapters of Genesis and then proceed to one of the Gospels; we then generally take up the Old Testament, the rest of Genesis, omitting some portions, and then portions of Exodus; the youngest pupils, generally, are confined to that course, namely, one of the Gospels and portions of the Books of Genesis and Exodus. The principal parts of the Old Testament history are afterwards read, and subsequently the New Testament (principally the Gospels), in the original language.

5837 *. Then you make selections from the Scriptures?—We take an entire Gospel, and we read portions of Genesis and Exodus with the youngest class; and so on as I have stated.

5838 *. Do you precede that instruction in the Scripture by short abridgments of Scriptures, such as Scripture-lessons, and small works of that kind?—No, we have no works of that kind in use. We generally accommodate our readings from Scripture to the state of intellectual developement of the pupils, in making them longer or shorter as may appear best to suit the class.

5839*. At

Rev. *Charles Mayo*, D.C.L.

1 September 1835

5839 *. At what age do you begin reading the Scriptures to children?—As soon as they come to us; at six or seven.

5840 *. Do you find them capable of understanding the four first chapters of Genesis and the Gospel at that age?—No man understands them perfectly; we find that children are capable, when well taught, of understanding them to very useful purpose.

5841 *. Would you conceive that children could understand them without receiving instructions upon the meaning of the words?—I think they would derive comparatively little instruction from portions of those Scriptures; they would receive more instruction from others. Much would depend upon the previous developement and ability of the child.

5842 *. Are there not passages, even in the most intelligible portions of the Scripture, extremely difficult to understand by a child, not from the difficulty of the passage, but from the difficulty which the child has in comprehending words for which his ideas are not yet prepared?—Yes, I think that there are passages which no child could comprehend.

5843 *. Are those passages generally omitted?—It is not our practice to omit any portion of the Gospel; we omit portions of the Old Testament Scriptures, because we think that they are little calculated to promote the general purpose of reading the Scriptures, which is the elevation of their religious character, and the formation of their moral principles; but we should have no particular objection to the child reading a few passages that he could not comprehend, if it were only to teach him that there are some things beyond the reach of his understanding.

5844 *. As the ordinary events of life will teach him that there are many things beyond his comprehension, would it be necessary, in order to teach him that lesson, to place before him passages in a book which he cannot understand?—We do not select passages for that purpose, but we would not omit them, and for this reason, we think that they do contain that useful lesson.

5845 *. Has it not been found in many cases, in the course of education which has been generally pursued in this country, that one of its great defects has been the teaching words instead of things, and is not in fact this course of instruction that you describe in some instances the teaching words instead of things?—It is certainly presenting before them words with which they cannot fully connect the corresponding ideas, but it appears to me that it answers its particular purpose, and will not produce evil, supposing that the general bulk of their instruction is such as that they can clearly comprehend it.

5846 *. It is then an evil which is obviated by the great bulk of their instruction?—I think so.

5847 *. Would it be much better that there was not that evil to obviate?—I think not; because the particular lesson which such passages are calculated to afford would then be lost.

5848 *. In proportion as the child grows up, he will recur again to the Scriptures, and is it not to be supposed that upon reading them when the mind is more developed, he will understand those passages, and consequently they will not be lost?—In studying the minds of children, I think we may observe this, that the understanding does not all at once become competent to the full comprehension of a subject, but that when the subject is presented, it is at first very imperfectly understood, but still something is derived from that subject having been presented to the mind. The second time the same subject is presented, the mind is enabled to take a larger grasp of it, and by degrees it rises up to a full comprehension.

5849 *. Would you follow the same course of instruction in reference to other subjects, as well as in reference to Scripture instruction. Supposing, for instance, you were teaching geography, would you place in the hands of a child a treatise on geography, a great portion of which he understood, but some portions of which he could not understand, in preference to a simple course of geography, every word of which he could understand?—With regard to geography, I would bring before him certainly some subjects which he could not completely realize to his own mind, because he would derive a certain degree of knowledge from them, and that knowledge would gradually increase with his years. I would not put away from him entirely the knowledge of foreign countries, till he is actually competent to know all that is connected with those foreign countries; I find that he gradually grows up to the understanding of many subjects that are beyond the horizon of his own individual experience, and that we cannot say, now is the time to enter upon that

Rev. *Charles Mayo*, D.C.L.

1 September 1835.

particular subject, because it will be fully comprehended, and before it was absolutely improper to do so.

5850 *. Could not you, in the course of your teaching, easily ascertain the periods at which the child begins to comprehend particular subjects?—I think it a matter of very great difficulty: the growth of the human mind is very gradual; and it is in fact very much drawn on by reaching forth to ideas which are just beyond its actual grasp, and if you always come down exactly to the actual level of a child's mind, you do not raise it so much as if you sometimes present subjects to it which it cannot fully comprehend, but which it strives to reach.

5851 *. Why do not you, upon your principle, allow them to read the Scriptures through straightforward, as is the custom in many of the old class of schools?—The principal reason is, because the Bible is a large book, and I must take out from the Bible at first those parts which I conceive will be most beneficial to the child. I do not omit any because they are injurious, but I am obliged to omit some, in order that I may come to others which appear to me calculated to become more useful, more beneficial to the child. It is rather a comparison of advantages than a selection between good and evil.

5852 *. Is it not a comparison also of facilities. Do not you choose those passages in preference to others, partly from their being more easy of comprehension than others?—It is upon those portions of Scripture which I think most within the reach of his comprehension that I should choose rather to dwell, and upon which I should rest the most instruction and the most examination.

5853 *. Would you think it a better arrangement than what you have suggested, that certain portions of the Gospel should be selected with a strict reference to the capacity of the child, and with a reference also to the great lessons of morality inculcated, such, for instance, as the Parables, which are comparatively easy of comprehension, and the Sermon upon the Mount, and various other passages which we meet with, particularly in the Gospels, in preference to reading a Gospel entirely through, in which many passages of a doctrinal nature may occur, which are not within the comprehension of a child?—There would be certain advantages I think, and certain disadvantages. There would be certainly the advantage of the whole that is read being more accommodated to the capacity of the children, but I think there would be a disadvantage in having a precise selection, that I could not in such a school as mine accommodate it so well to the particular wants of each class as they might arise. Then I think that a selection from the Scriptures is not connected with such an idea of sanctity as the whole volume; and I attach very great importance in all religious instruction to the impression made upon the feelings. I would have the children come to the Word of God with a different feeling from that with which they would come to the study of any other book. Now I doubt very much whether that feeling could so easily or so appropriately be called forth with relation to a selection from the Scriptures, which bears more of the stamp of man's hand, as it would be with relation to the reading of the whole volume.

5854 *. Do you see any objection to a child reading different passages in the Scriptures which may be better adapted to his capacity than others?—I do not see any objection to a child reading those passages of the Scriptures which are most adapted to his capacity.

5855 *. Would you prefer that to reading the Gospel straight through?—No, I prefer, on the whole, a child reading the whole Gospel, to selections from the Gospel.

5856 *. Though there may be passages in that Gospel beyond his comprehension?—Yes. I have pointed out, that the selection that we make, is continually merging as it were in the whole volume, and that I consider a very important feature. If I read only certain chapters of Genesis and Exodus, and one of the Gospels, in class, with the younger boys, yet I probably address them from other parts of Scripture at other parts of the day; therefore, there is in effect no permanent separation of one part of the Bible from the rest, but the whole Bible is used, different parts being taken from it as convenience may suggest. Hence there is no imputation cast upon any part of it, as though it were absolutely unfit for the instruction of children.

5857 *. Would you think it any imputation thrown upon the Bible, to say that there were certain passages in the Bible, written under particular circumstances, that could hardly be placed in the hands of young children, or even of young men?—It would be no imputation upon the Bible to say that there were parts of the Bible

less

less useful than other parts to be read, but still I think that the permanent exclusion of portions of the Bible would be calculated to lead some children to suppose, that they are actually unfit for their perusal. Now if unfit for their perusal, there must be something that is not calculated to inspire their respect; thus their feeling of reverence for the Bible would be injured.

5858 *. Would you read some portions of the Song of Solomon aloud to a female of the age of 14 or 15?—Certainly not.

5859 *. Supposing she took up those passages of the Scriptures referred to, and required you to read them, and you refused to read them, what reason would you give?—I could, I think explain to her, that that portion of the Scriptures is in itself holy, but that, from the corruption of her mind, it might excite ideas that were unholy, and that on that account I should recommend her rather to peruse other portions of Scripture, and to defer reading the Song of Solomon to a later period.

5860 *. Might not the same course be pursued in regard to other passages, without inspiring any degree of that want of veneration which you apprehend might result from not placing those passages in the hands of children?—I see no objection to saying to a class, you may pass over that verse, or we will omit that next chapter; that we do practically.

5861 *. You would not think it any imputation upon the sanctity of the Scripture to say that to a class?—No.

5862 *. Do you think that giving one of the Gospels in preference to another, or giving certain chapters of the Book of Genesis, for instance, in preference to others, is a mutilation of the Scriptures; always premising that they are read in the Scriptures themselves, and not separately in other works?—Certainly I do not consider that to be a mutilation of the Scriptures. But then, I would observe, that it is not an arbitrary selection, nor made with sectarian views. The four first chapters of Genesis show us our need of that Saviour who is announced in the Gospel. If I began with the Gospel, I should begin with the remedy, without having first given any information respecting the disease. If I were to read the whole of the Old Testament before I came to the New, I should defer too long that instruction which is contained in the latter. But to begin abruptly with the New Testament, would be to disturb the proper order in which the truth should be given.

5863 *. If this order were adhered to in the choice of the passages to be read, or an order keeping in view the same principle you have stated, would you see any objection to such selections being made?—I see no objection to selections being made in the way I have made them, merging as they do in the whole volume.

5864 *. In your course of religious instruction, do you go much into doctrinal points and differences of religious opinion?—Not controversially; but I go into controverted points.

5865 *. You have stated that there are not pupils of different persuasions, though there may be of different churches, in your establishment; do you admit pupils of different persuasions, or is your establishment confined to those of the same persuasion, though of different churches?—It is not formally exclusive of any denomination of Christians, but practically the arrangements of the school tend to exclude such as are not members of the Church of England.

5866 *. Would you require acquiescence on the part of the pupil in the religious arrangements of the school?—The pupils, in point of fact, do acquiesce in them; the school is very open as to its arrangements and procedure. I am known to be a clergyman of the Church of England, and few persons materially dissenting from the Church of England would choose to place their sons with me; so that they exclude themselves.

5867 *. What other books besides the Bible do you use for the conveying of religious instruction?—I vary the books on religious instruction, in order that they may suit the particular dispositions and characters of the class that I actually have to instruct. I have used with an advanced class Sumner's Evidences of Christianity, Paley's Evidences, Horne's Introduction to the Scriptures. I use an explanation of the Catechism of the Church of England by Bridges.

5868 *. At what age do you begin to teach the Catechism of the Church of England?—I generally find that children know the catechism before they come.

5869 *. Do you find that they understand it, or that they get merely a knowledge of the words?—They understand, some a little, others more; but if I had to teach the catechism with pupils who were not all acquainted with it, I would

Rev. *Charles Mayo*, D.C.L.

4 September 1835.

arrange it in a different order; I would begin with the Belief, and the Commandments, and the Lord's Prayer, and I would leave the account of the Sacraments to a later period; and frequently in practice that part of the catechism which refers to the Sacraments is not taught to the youngest class.

5870*. Do you find that arrangement offer you greater facilities for religious instruction where you have adopted it than the usual course?—I think it removes to a later period one of the most difficult parts of the catechism, and consequently facilitates it.

5871*. Does it interfere in any way with religious instruction by deferring to that period the more difficult parts?—Not at all.

5872*. Have you tried that method with many?—Not with many, for they generally come knowing the catechism; but that is the course which I should use with my own child.

5873*. Have you found that in many instances the sort of incomplete and even incorrect knowledge that children receive from the mode in which the catechism is taught, has offered obstacles to further religious instruction?—I think in general knowledge ill communicated renders the mind obtuse, it accustoms the individual to satisfy himself with indistinct ideas.

5874*. Have you found them a serious obstacle to the communication of knowledge?—It becomes a serious obstacle.

5875*. Have you observed the moral effect produced upon a child produced by the want of clearness of idea and activity of mind?—I think upon religious subjects it lessens his reverence for Divine truth.

5876*. Does it, if allowed to continue too long, indispose him afterwards to the reception of Divine truth?—I think it has that tendency.

5877*. The indifference of many persons in after-life to religious opinion and religious feeling, has been ascribed to this sort of inattention and listlessness produced in youth; have you observed that in any case?—It is exceedingly difficult to trace up the effect produced to the positive cause that produces it. I think many causes combine to produce that religious indifference; and of those connected more particularly with the present subject, I would say, not only a mere formal and ill-understood religious teaching, but also religious worship ill adapted to the age or understanding of the party.

5878*. In the course of instruction you have mentioned, you begin with the English language and reading; does that course of the English language precede lessons upon objects, or is it concurrent with them?—It is concurrent with them. When the child is brought to me I must fill up his time, and several branches must commence at the same moment.

5879*. You find that the system of teaching several branches together does not interfere with the clearness of perception which is necessary for the acquisition of knowledge?—I do not think it at all interferes with clearness of perception.

5880*. Do you think it increases the activity and intelligence of the child by varying his course of study?—Yes, I think that is the case, particularly with respect to early instruction. The peculiar character of early instruction should be developement and expansion; concentration and application must come later.

5881*. Have you found that the course you pursue of calling out the faculties of the child by his own exertions, has tended very much to prevent that indifference and listlessness which children generally feel in the commencement of study?—I think to a very great degree; young children are far more interested in the instruction which they receive under my care than children usually are.

5882*. What portion of time do you require the junior classes to study in the day?—They are in class about eight hours, but the younger children never work more than one hour without intermission; and of course time is lost at the commencement and at the close of the class, so that it cannot be said that there are eight hours intellectual work.

5883*. Do you find that arrangement of great use in renewing the activity of the child?—I find it of great use with respect to young children, and I diminish the intermission as the pupils advance in years.

5884*. What is the course you pursue in teaching lessons upon objects?—The course is detailed in a little work published under the title of "Lessons on Objects."

5885*. Can you give the Committee an outline of the principles upon which you teach those lessons?—The first part is intended to develope in the children the faculty of observation, by directing their attention to the *qualities* of objects; in the second, they are led to observe the *parts* of objects; in the third, those qualities which

which are not discernible by the *senses*; the fourth presents exercises in the *classification* of objects according to the parts and qualities observed, with a short account of the nature and use of the object presented, to be communicated by the teacher, and reproduced in writing by the pupil; and in the fifth objects are presented, of which a more extended account is given, to serve as an exercise in composition.

5886 *. Those results conduct the pupil gradually to different branches of natural history?—They do.

5887 *. What branches particularly do they lead to?—It leads in fact with us to conchology, to botany, to mineralogy, to zoology, to all or several of those branches as may be.

5888 *. Is the gradation of those lessons almost imperceptible to those subjects?—It is; and the great aim of the lessons on objects is to prepare for studies in natural history.

5889 *. After having pursued this course of lessons on objects for a considerable time, have you found it difficult afterwards to lead the pupils to those different branches of knowledge?—No; the gradation renders it very easy.

5890 *. Have they pursued those different branches to any extent afterwards in our establishment?—Not to any great extent; a scientific character has not been given to the institution.

5891 *. As an amusement, is it pursued to a great degree?—Afterwards it is pursued as an amusement, and left very much to individual taste; but opportunities are afforded for its successful cultivation.

5892 *. Is the practice adopted in the school at Hofwyl followed in your establishment, of accustoming the pupils to make small collections themselves of minerals and plants, and to arrange them and classify them, and to add to them, for the use of the school generally?—Several of the pupils have their collections of minerals, shells and insects.

5893 *. Have you found their interest in it diminish or increase as they have gone on?—With some pupils it has continued, and with others it has diminished, as other studies have taken a faster hold upon the mind.

5894 *. The great value of such instruction is the power which it gives a child of applying its faculty of observation; has that been observable, not merely in the instance of those particular studies, but in reference to the whole course of their education?—I have not perceived that the habit of observing objects of external nature has particularly called out a power of observation in departments of quite a different kind; but I can hardly form a judgment upon that point, because the principle of cultivating the faculty of observation is applied in every study, so that I cannot tell what has been the specific result of it in any particular branch. In teaching a language we cultivate the habit of observation.

5895 *. Would you apprehend that great attention to the study of the various branches of natural history would militate against the study of the more abstract departments of knowledge?—Not at all.

5896 *. It would not interfere, for instance, with the study of language, or of arithmetic, or of geometry?—As to the study of language it would in many respects promote it, because it would give clear ideas of many things of which language treats.

5897 *. Have you found that those who have been devoted to those studies of natural history have felt an indisposition to the more abstract studies?—I think not.

5898 *. What course do you pursue in the teaching of the English language; do you begin by spelling, upon the old plan?—Almost universally boys can read before they come to us; we have not to teach them reading.

5899 *. In general then do you begin with grammar and continue English reading?—We continue English reading and take up English grammar, which has probably been also commenced before.

5900 *. Do you take English grammar accompanying English reading, or do you allow the student to get a considerable way in the language before you teach grammar as a science?—The pupil has of course proceeded a considerable way in the English language before he takes up the English grammar; but with respect to other languages, I make the grammar run parallel step by step with the practical acquaintance with the language. There seems to be at present two opposite modes of communicating instruction in foreign languages. The one starts with the grammar, and communicates considerable knowledge of it, before any practical knowledge of

Rev. *Charles Mayo*, D.C.L.

1 September 1835.

the language is attained, that is, before any author or selections from an author are placed in the boy's hands. There is another mode of instruction, which gives a considerable practical knowledge of the language, by means of reading authors before the grammar is touched. My course steers between these two extremes; I commence with a practical lesson leading to a grammatical lesson; then follows a practical lesson leading to another grammatical lesson, so that step by step the practical lesson precedes the grammatical or theoretical lesson.

5901*. Grammar being a series of results from induction, the course you have stated seems to be in analogy with the principle you have laid down in the beginning of your evidence, that the child should be allowed to develope and discover for himself as much as possible?—It is, certainly; but we should not leave the child or the class to find in the author each particular that he would have to learn in his grammar; but he must get all the leading ideas. These he would afterwards find completed and arranged in the grammar.

5902*. Do you find that children make a more rapid progress by adopting that course, than upon the old method of learning the grammar first?—I feel assured that they do eventually.

5903*. And they make that progress with more pleasure probably to themselves?—Certainly with more pleasure.

5904*. Is there a greater clearness of ideas produced by it?—There is; and their minds are in a better state; they have been taught more philosophically, and therefore with more effect.

5905*. In this way, may not language be made a species of logical study, and exercise their reasoning powers to a certain extent, which have been greatly neglected in the old courses adopted for the teaching of language, where the memory of the pupil alone has been called into action?—Certainly; both with respect to the accidence and with respect to the syntax.

5906*. Do you accompany the reading of the language with composition?—Yes, at an advanced period. The use of composition in the maternal language begins very early; with some boys immediately on their admission into the school.

5907*. Are the compositions merely used with reference to the language, or are they a series of study for the purpose of developing the other faculties of the child?—They have not been formed into a series for the purpose of developing the faculties of the child, independent of the acquisition of language, and facility in the use of it.

5908*. Are you acquainted with the institution of the Abbé Girard at Fribourg?—I visited it many years ago; I saw it when the system was conducted by Girard himself.

5909*. Do you think that the results of his system deserve the eulogies bestowed upon him, of having developed very rapidly and very perfectly the youthful mind?—There was a logical character given to the mind, that was the principal result. I observed with regard to language, clearness of conception and correct combination of ideas.

5910*. Was this attended with any degree of elegance in the selection of phrase, or was it merely with reference to grammatical precision?—I did not observe more than logical correctness.

5911*. Was this attained more rapidly than is usual in other schools?—I think his pupils at an early age evinced an unusual degree of that excellence which I have mentioned.

5912*. Would you see any difficulty to the introduction of that system in these countries, of the application of language, from the very commencement, to philosophical purposes; that is, to the developing of the mind?—I am not aware of any difficulty.

5913*. What course do you pursue in teaching geography; is it based upon the Pestalozzian principle?—Certainly; in all the branches of instruction we consider that we have to lead the pupil from what he knows to what we desire him to learn. Therefore the first consideration will be, with what part of the subject is the class already acquainted. If the subject be geography, or a knowledge of the earth's surface, the question will be, with what part of the earth's surface is the class acquainted. As a class it is acquainted with Cheam, therefore the first geographical instruction relates to the school, the play-ground, the gardens, the village; then following the roads through the village, the neighbouring towns, the county; then England, the British Islands, Europe, the World. This forms the first course; and as merely a few leading ideas are communicated, it takes up a half a year or a year only.

5914*. Do

5914 *. Do they advance after that with great rapidity, having got these primary ideas so distinctly formed in their minds?—Yes.

5915 *. Do you teach the practice of constructing maps?—Not much.

5916 *. Do you require the pupils to make plans of the objects immediately near them; for example, the village of Cheam, and the roads leading to it?—Pupils do not make such plans unless they should happen to be going to the Woolwich Academy, or any other institution of the kind.

5917 *. Do not you think that would be a considerable improvement upon merely learning the facts of geography by heart?—I think that would be an improvement; and there are very many other things that could be mentioned as improvements, and as presenting advantages; but then we must economize time, and we must select between advantages. I have doubted whether the time necessary for such exercises be quite compensated by the results.

5918 *. Upon the principle of the necessity of giving the pupil distinct and clear ideas of everything upon which the lessons on objects are especially grounded, would it not be highly advisable, in teaching geography, that he should have the most distinct ideas of the first elements; and do you think that he could have his ideas so clear upon the subject by any other means as when he draws those plans himself?—I think, for all practical purposes, he gets quite as distinct ideas by seeing a plan made before his eyes. A plan is drawn upon a slate, before the class, of the house and grounds, not with any great degree of exactness, but according to the recollection of the master, aided by the recollection of the pupils. Such a representation is made as that each connects with the lines upon the slate the part of the premises which they are intended to represent.

5919 *. Is the transition easy from those elements to the mapping of larger countries, and of the globe generally?—Yes; I think the gradual transition renders the conception of the whole range of topical geography far more easy.

5920 *. In what way do you carry on the study of geography at a later period?—When they have gone through this first or elementary course, we take up the world as a whole, and divide it as the geographers divide it, with its degrees of latitude and longitude, and so forth; and communicate a number of ideas connected with the surface of the earth in general, and climates, and so forth; and then proceed to the more detailed account of particular countries.

5921 *. Do you adopt the plan, which has not been unusual in Germany, of considering the earth, first, in its great physical bearings, seas and dry land, then the great leading lines of mountain, dividing the earth into certain basins or certain vallies, and ranging those under different classes; does that form any portion of the system you allude to?—Only a few general notions of that kind are communicated, and then we proceed to the different countries.

5922 *. Do you pursue the study of geography in reference to zoology or botany, the classification of plants or animals?—We do not carry that to any extent, but the master connects with the lesson some observations upon the natural history of the country.

5923 *. Do you read any portion of travels in connexion with this course of geography?—Not as a regular part of the system; but it frequently happens that books are selected for a boy or a class which will enlarge the knowledge of that particular country which has been treated in the geographical class.

5924 *. Do statistics form any portion of the geographical course?—Some, but not very detailed information of that kind, is given.

5925 *. In teaching arithmetic you principally insist upon mental arithmetic; do you find it the better course to begin with that?—I find it quickens the faculties to a great degree; it has great effect in producing activity of mind.

5926 *. Does arithmetic become comparatively easy afterwards?—It does.

5927 *. Do you require mental arithmetic from every pupil?—Yes.

5928 *. Are not there some that have found great difficulty in mental arithmetic, and yet make good arithmeticians?—There are some.

5929 *. They required the aid of writing?—I think there are few that require the aid of writing; they require the patience of the master to wait for them.

5930 *. You think it does not arise so much from confusion of ideas as from want of quickness of the intellect itself?—I think sometimes it arises from a kind of irritability of mind, which prevents its resting calmly upon the ideas presented to it till it has mastered the questions connected with it; the written signs give a reposing point for such a mind.

5931 *. Does not it often arise from want of memory in the pupil?—In our

Rev. *Charles Mayo*, D.C.L.

1 September 1835.

course, mental arithmetic is in some measure combined with writing; that is to say, the question may be written upon a board, the process of solving it carried on in the mind without the aid of signs, and the result committed to writing. In this way the pressure on the memory is lessened, and also several divisions may be practised in mental arithmetic at the same time. Without such an arrangement one division would occupy the whole of the teacher's time and attention. The system of teaching arithmetic in the early stage of instruction, is detailed in a little work intituled "Lessons on Number," the second edition. There is one point connected with that book, which I think will be considered as deserving of attention with regard to economy, that is, that it consists of two volumes, the one the instructions to the master, the other the exercises for the pupil; so that one copy of the larger volume containing the instructions may suffice for a school, while many copies of the smaller volume would be required.

5932 *. Do you follow, in teaching arithmetic, the usual arrangement that is adopted in schools?—We direct our attention more particularly to science than to commerce, so that we omit a great number of the rules that are found in common works on arithmetic.

5933 *. Do you find the younger pupils capable of comprehending the advanced rules in arithmetic?—Yes; at 11 and 12, and perhaps earlier, they go through the rules relative, for instance, to the elevation of the square and cube. The peculiar mode in which that part of the subject is treated renders it easy. In general it is so taught that the pupils do not know at all on what principles they come to the results; but by treating it geometrically, that is, showing how the cube is formed and increased, the rules are deduced from what takes place before their eyes, and then it becomes perfectly easy.

5934 *. This then is another application of lessons on objects to arithmetic?—Yes, it may be so considered.

5935 *. Do you prefer teaching the languages first, and those abstract sciences at a later period, or the teaching both concurrently?—I think we might with advantage begin the study of the ancient languages rather later; bringing forward the child's faculties on other subjects, and particularly his own language, before we teach other languages.

5936 *. At what age would you say that a child, generally speaking, could advantageously commence the study of the ancient languages?—About 10.

5937 *. Would you say that later than that would be still better, premising that he had sufficient time?—It depends upon the estimate made of the value of the classical languages when attained. If they are to be thoroughly learned, I think they should not be begun later than 10; if general knowledge and scientific attainments be considered more valuable, then the classics may be commenced at a later period. Whatever you value most begin early.

5938 *. Would you say that a language begun at the age of 12, supposing the mind previously disciplined and prepared for the reception of knowledge, would not be much better learned, than if begun at an earlier period; would not the boy learn in a shorter period, at that age, much more than in a longer period at an earlier age?—He would learn it certainly more rapidly at 12 than if he began at 10, and he would learn it more rapidly at 10 than if he began at 8; so that the whole time given to it would at the end be far less if begun at 12 than if begun at an earlier period. But then what is learned very young becomes more fixed in the memory, and therefore less likely to be obliterated by subsequent studies, and by the influence of the circumstances of life.

5939 *. Is not the study of a language upon scientific principles in a great degree dependent upon the manner in which the analogy is followed out, and is not a boy of 12 or 13 more capable of following out those analogies with correctness and with rapidity, than a boy of 10?—Certainly; but in order to have a familiar use of the language, you require much to be positively committed to the memory. What is committed to the memory at an early period is more faithfully retained than what is committed to it later; therefore, for rapid acquisition, begin at 12, but for faithful retention, begin at 10 or 8.

5940 *. Has it not been found that many have learned a foreign language at the age of 16 or 20 with great rapidity, and retained it with great fidelity afterwards, and have spoken it even with elegance; and that, although they had studied the ancient languages from a very early period, they have not made the same progress?—It must be recollected, that those previous classical studies very much facilitate the acquisition of a modern language; and we should know how the modern

modern language was retained after some years' intermission of study. A remarkable circumstance with regard to those that learn Latin and Greek early is, that though the circumstances of life may call their attention from studies of that kind for a considerable period, yet when they return to those studies they find that the impressions made in their early childhood revive with so much more facility, than impressions made later.

5941 *. Would not that apply to all species of knowledge, as well as the knowledge of languages?—Yes; so that the elements of all should, if possible, have their appropriate treatment in the course of early instruction; and the great object that we should have in early instruction is, to prepare the mind for successful study in the different departments of knowledge.

5942 *. Do you think there is not too great attention paid at the early period of life to the study of the dead languages?—I think an undue measure of time is assigned to them.

5943 *. As the memory retains so faithfully what is learnt young, do you think it a judicious course to impress upon the minds of children, or very young boys, such sentiments as are found in the authors they generally read in the study of classical literature, such as Horace and Juvenal, and others of the same description?—I do not think a boy learns his morality from the classics.

5944 *. Do you think that has no effect upon his mind?—I think it is calculated to have some effect; and that consequently it is desirable, particularly for the younger pupils, to read expurgated editions of the classics.

5945 *. Are expurgated editions generally used in the English schools?—They are coming into increasing use in English schools.

5946 *. Are there not many passages not fit for children, or at least which require a certain degree of moral principle to neutralize their evil effect?—Quite so; it is not at all desirable for very young pupils to read those passages. With elder pupils it may become a question, whether a teacher who reads them with caution, and endeavours to inspire a feeling of abhorrence of such ideas, is not better preparing his pupils for what they are to meet with in life, than one who absolutely removes all such passages.

5947 *. Is not almost every ancient classic, at least with very few exceptions, mixed up with a strain of thinking and of opinion, which, if very much studied, is liable to affect the moral feelings of the pupil, such as a love of war, a false idea of glory, and erroneous opinions upon the entire social system, not to speak of the immorality and of the whole mythological system which is necessarily connected with the poets?—Undoubtedly: there is a vein of false morality running through the classic authors which cannot be separated from them, and hence, in the regulations laid down for some of our public schools, it is required that the master should oppose all such false notions with scriptural truth. It is our practice to contrast the principles of the classics with those of the scriptures.

5948 *. Do not you think that if the learned languages were taught at a later period, the mind of the pupil would be more susceptible to those corrections of the defects of ancient literature than it is at present, if it was deferred, for instance, to the age of 12 or 13?—I think that a boy need scarcely read anything in the classics which would require to be so opposed till he is of an age to enter into the views that would correct what is erroneous.

5949 *. In most of the English schools selections are used in teaching classical literature; a passage from Thucydides, a passage from Livy, and a passage from Theocritus, and a passage from Virgil; do you think that a judicious course?—No, I do not think it a judicious course; but there is this difficulty, that if you read selections you destroy the interest by breaking the continuity and the relative connexion; whereas if you read the whole work, you, in most instances, occupy more time than it is desirable the pupil should give to it. I have commenced a course which, in some measure, obviates both of those disadvantages. I take extracts, but connect them by an abstract of that portion which is omitted; so that the pupil has an idea of the whole work, while he is reading only those parts which are thought to be most worthy of his perusal.

3950 *. That would preserve the continuity of the subject, and so far would obviate one difficulty; but is not the beauty of the passage, in a very great degree, dependent upon the passages preceding and following it?—Yes; and therefore I would more sparingly apply that plan to the poets; or if I applied it I should take care that the extracts were very long.

5951 *. Do you accustom your pupils to speak Latin?—No.

 5952 *. In

Rev. *Charles Mayo*, D.CL.

1 September 1835.

5952*. In teaching the modern languages, do you accustom them to speak them?—Yes; in learning French they are gradually accustomed to make French the language of the class, and to speak it at table.

5953*. In teaching either the modern or the ancient languages, do you follow in any degree the chronological order in placing the several writers before them?—No; because I think the most important consideration for regulating the order in which authors are to be presented to the pupil is their facility. You have to carry on the mind of the pupil to higher degrees of attainment with respect to the language; and if you present him with a very difficult work at first, and then with an easy work, you render the process of instruction very difficult in the one case, and very little profitable in the other.

5954*. That would apply to the mere acquisition of a language; but when at a more advanced period you are teaching the elegances and beauties of language, would not you think it desirable to follow up the writers in a chronological order, in so far as may tend to show the gradual formation and improvement of the language and of the literature?—Yes, I think it would be very desirable at that age.

5955*. Would that be particularly applicable to the English language?—It would; and would be very useful in the Greek; but I think it may come after a boy has learnt the language.

5956*. Do you read many of the old English writers of the age of James and Charles in your school?—We have read a few extracts in prose, and occasionally Milton and Shakspeare.

5957*. What do you imply by "lessons on form," which you have stated to be a part of your course of instruction?—Lessons on form constitute the preparation for geometry. They are intended to convey to the pupils correct ideas of the subject-matter of geometry; cubes, spheres, pyramids, prisms, &c., are presented to the class for examination, in order that they may determine their leading properties, the number of surfaces, the number of angles, lines, and so forth; and thus arrive at the definitions of these geometrical elements, as results of their own observation. Hence the subject-matter of geometry is more clearly apprehended, and geometrical studies pursued with more intelligence, and consequently with more success.

5958*. Do you find that beginning geometry by physical illustrations interests the pupil much more than the ordinary mode by beginning with abstractions?—Much more; it is an application of one of the principles of Pestalozzi, to which I have previously referred, that we must always endeavour to proceed from the known to the unknown. The boy's ball and his orange are spheres; immediately he sees a sphere he recognizes that his ball and his orange are of the same form as that which he now learns to call a sphere. Thus the knowledge to be communicated easily attaches itself to the knowledge previously possessed.

5959*. You do not find that that in any degree injures the generalizing or abstracting of science afterwards?—Not at all so; it leads him to it, and it is withdrawn, as a scaffolding is removed from a building, when we have got to the abstract.

5959. Have you found that this has interested the pupil much more than the usual course of teaching?—Far more. But this is not the only point upon which our geometrical instruction differs from the ordinary course. We proceed from that first step to an introductory course to Euclid, in which the greater part of the geometrical truth's demonstrated in Euclid become the results of the pupil's own examination and reasoning. The order in which the propositions are presented is that in which the pupils can observe most and deduce most for themselves.

5960*. Do you show to the child, after he has made himself master of the demonstration of a proposition, its applicability to any of the purposes of life?—We have done that; but we find that it renders the pursuit of abstract science less palatable.

5961*. At a later period probably you would not apprehend that danger; when the mind has got sufficiently accustomed to mathematical demonstration, you would not fear any injury from applying it to machinery or to any other purpose?—No; not when the habits of mind have become fixed.

5962*. Is it not in fact applied in cultivating natural philosophy and astronomy? Undoubtedly. I should not exclude the study of the science of mechanics.

5963. Do you make use of geometry as leading in any degree to the study of drawing?—We have not done so; we have regarded drawing merely as a species of accomplishment. In speaking of what I am doing at Cheam, I readily admit that many things might be done better. In point of fact we have simply engaged a drawing-

a drawing-master to come from London to give lessons; I think that drawing is exceedingly valuable as a general branch of instruction.

5964 *. Do you conceive that it promotes considerably habits of attention and accurate observation?—Yes, and it leads to habits of neatness.

5965 *. Does it contribute also to give precision to the memory?—Yes; I observed this result at Fribourg.

5966 *. You have stated that singing is taught generally in the school, with a few exceptions; what are those exceptions?—When pupils are thought by their parents to have no disposition towards singing, it is sometimes requested that they should be removed from the singing class. Under those circumstances I generally endeavour that they should remain in the singing class for a certain period, and when they show an absolute want of disposition for it, then I remove them; but all the children who enter the school join the singing class at first.

5967 *. Do you find any difficulty in teaching children singing?—They *are* taught. I am not particularly aware of what the difficulties may be, but I know that the difficulties are surmounted. I am not versed in music myself, but we have a master from London who teaches the pupils, and they are in fact taught to sing very well; Mr. de Fellenberg, jun. who visited me, said that he was surprised at the singing of my pupils; he did not think that English boys could be made to sing so well.

5968 *. Do you see any difficulty in introducing singing as a portion of elementary education in our public schools?—I see no other difficulty than arises from the want of competent instructors.

5969 *. Has it not been effected in other schools besides yours at Cheam?—Certainly; in that of Mr. Barron, at Stanmore, with great success; and by Mr. Owen, at Lanark.

5970 *. Have you found it an useful portion of education; has it produced a good effect upon the intellectual and moral qualities of the pupils?—I think it has a decidedly humanizing tendency, and that it makes a valuable adjunct to devotional exercise.

5971 *. Do you employ it both for recreation and for devotion?—We employ it as forming a part of our devotional exercises; and on the introduction of a pupil into the school we always welcome him with singing, and on the departure of a pupil from the school we take leave of him in the same manner. On other occasions singing is introduced, and the pupils sometimes pursue it as a recreation.

5972 *. Is music generally studied scientifically in the school; do the pupils read music with facility?—They sing by note; they are instructed in the principles of music.

5973 *. Do they cultivate instrumental music in any degree?—That is rarely done.

5974 *. History forms a portion of your course; is it studied from the very outset?—From the outset.

5975 * What is the course of history which you pursue?—It commences with a familiar history of England, and then, after a general chronological sketch of history, it proceeds to the histories of Greece and Rome, and then the history of England is read a second time.

5976 *. What are the text-books you use for those histories?—I generally read Mrs. Markham's History of England to the younger children; either Gillies's History of Greece, or the history published by the Society for the Diffusion of Useful Knowledge, and Ferguson's History of Rome.

5977 *. Do you direct the pupils in an advanced portion of the course to any of the recent views which have been taken upon ancient and modern history; such, for instance, as Niebuhr's History of Rome, and Müller's History of the Dorians, and other works of a similar kind?—Views of that kind are occasionally brought forward, not only in their historical studies, but in illustration of the classical studies in reading Livy or Thucydides; and general considerations connected with the credibility of history are introduced. It is not our practice abruptly to put a history into the hands of the pupils, as if it were necessarily true because it professes to be a history of England; but the first thing in commencing an historical work is the consideration how the author came to the knowledge of the facts he narrates, and sometimes of the feelings which might give a colour to his statements.

5978 *. Do you refer the pupil occasionally to original writers, and balance the authority of original writers with one another?—I have not done that; not because I should not desire to do it with pupils who are advanced, but it is necessary, in

Rev. *Charles Mayo*, D.C.L.

1 September 1835.

order to pursue such a course, that you should have a professor of history in your institution, I mean a person who could devote a larger portion of time to the preparation of that particular branch than I find I could do in my school.

5979 *. Might it not be adopted with good effect in some particular cases with respect to some particular events of importance in history, not so much for the purpose of elucidating that event, as for the purpose of giving the students rules of evidence as to believing history?—I think it would be a very desirable course; and there is nothing I have more wished to do, than to arrange a course of historical reading and exercises, in such a manner as that the full benefit to be derived from historical studies should be reaped by my pupils. But there have been so many things to arrange from the beginning, in order to carry on education at all upon the principles of Pestalozzi, that many things which we felt to be very desirable have been necessarily deferred.

5980 *. Do you give the pupils any outline of mental science of any kind?—I have not done anything of that kind, I have merely from time to time read with them portions of ethical writers.

5981 *. Do you think it practicable to introduce to them some of the great and more obvious phenomena of the mind at a more advanced period?—Yes, I think at a certain age it may be introduced with considerable advantage.

5982 *. So as to lead them afterwards to the study of the subject?—Yes.

5983 *. Have you found any difficulty in maintaining the internal discipline in your establishment?—I have certainly found at times a good deal of difficulty, but it was capable of being overcome. It arises very much from vacations; the indulgences of home render the discipline of the school more unpalatable. I find considerable difficulty in enforcing prompt, cheerful and persevering obedience; that, I would say, is the principal one that I have found with reference to discipline.

5984 *. Do you apply that observation to all the classes in the school, or to any particular class; do you think it is equally observable in the elder and the younger pupils?—I have found the difficulty frequently quite disappear with regard to the elder pupils. Little or no difficulty remained.

5985 *. What means do you adopt to produce that improvement?—The giving instruction as to what is good conduct, and pressing upon the conscience the obligation to observe it. I rest very much on the religious instruction given to the whole school, assembled for this purpose morning and evening. It bears continual reference to the prevailing conduct, the faults that arise, and the motives and principles which seem to actuate the pupils; it partakes of a decidedly practical character, based on religious truth. Then I attach very great importance also to the practice of conversing with my elder pupils individually, while Mrs. Mayo pursues the same course with the younger. With relation to coercion, I first represent to the individual, in private, the impropriety of his conduct, and urge him by such motives as I think calculated to operate upon his mind, and not merely such motives as ought to operate upon it, to pursue a different course; then, if that remonstrance prove ineffectual, he receives a sterner rebuke, and he is taught that he must obey, and that if he persists in disobedience he must bring down punishment increasing in severity, till he gives up the course of bad conduct which he seems to be obstinately pursuing.

5986 *. Do you use corporal punishment much?—I use corporal punishment as a dernier resort, and chiefly with the younger part of the school. It very much diminishes in application as they grow in years; so that the corporal punishment of a boy above 13 becomes a very rare occurrence.

5987 *. Do you apply the stimulus of reward to any great extent?—Correctly speaking, of reward, but not of prizes; that is to say, if a boy or a few boys are represented to me by their master as being particularly diligent, I am in the habit, occasionally, of expressing to them the great satisfaction I feel at it, and the pleasure which their parents will experience, giving them some little book as a token of my approbation.

5988 *. You do not give those books periodically in the shape of prizes?—Not at all; nor is there any competition for them.

5989 *. Nor any medals of any kind?—Nothing of the sort.

5990 *. Is there any taking of places in the school?—Taking places does not form a part of the daily practice of the school; but about once a month some of the younger classes are examined, and then the place of each boy is determined.

5991 *. Is

5991 *. Is not this in some degree the application of stimulus and reward in the same form as that of prizes?—So far it is, certainly

5992 *. Have you found any injurious result from that practice of taking places; does it excite any inordinate degree of emulation?—I think that everything of that kind produces a certain measure of evil; it is calculated to stimulate the passion of jealousy, and also the feeling of pride.

5993 *. Have you observed those results in your own experience?—I have seen them, but to no very great extent; I watch them, and they become, of course, the subject of conversation between the individuals thus affected and myself. I think it a very different thing to expose a boy day after day, and in every class, to the influence of those feelings, and to present to him occasionally the circumstances under which such feelings may be drawn out. The one forms his character on the mould of those passions; the other, accompanied with proper moral influence, gives him an opportunity of overcoming them.

5994 *. The fixing the places once a month, of course extends its influence over the whole period of the month; is not, then, the operation of that stimulus constant?—I think the operation of the stimulus is constant with regard to the promoting activity and diligence; but I do not perceive that it is constant in promoting evil passions, because it is only when the place is decided that there can be any ground for pride on the one hand or envy on the other.

5995 *. As the place is retained for the whole succeeding month, will not the pride or the vanity, or whatever may be the feeling resulting from the reward, extend its operation over the succeeding month?—I do not observe that it does so. I think a boy, after his place has been decided, settles as it were into that place, and looks prospectively either to retaining his place, if it is a high one, or obtaining a higher place, if it is a low one; and that the operation of those evil passions is transient. I beg to observe, that we may remove stimulants, because they are to a certain degree injurious, till we have brought about a state of inactivity that perhaps is worse than the state that would have been produced by stimulants.

5996 *. Have you found that the love of study, and the desire for knowledge, and the earnestness that the young mind is supposed to have for new acquirements, would not act of themselves with sufficient strength, if properly directed, without any additional excitement?—I do not think that would apply to all the periods of a boy's school-life; certainly not to every individual in each description of study.

5997 *. Does this excitement operate differently on different minds, producing in some strong feelings of vanity, and scarcely any feeling of the kind in others; is not it difficult to manage its general application in a school consisting of so many as in your establishment?—We cannot manage it so that the evil effect in either case should be always avoided; but then we endeavour to neutralize it by a direct moral influence. If a boy seems to be depressed by the result of an examination, it is our place to encourage him; if he seems to be elevated, it then becomes our place to lower his vanity.

5998 *. Have you found that the periodical examinations have produced a strong exertion just previous to the examination, but have allowed the pupil to indulge in great indolence during the remaining period of the interval?—I do not think that with us the excitement is strong enough to produce that period of comparative languor. I am sure that it has produced that effect in other institutions where the excitement is great.

5999 *. You think that its recurrence once a month is sufficiently frequent to prevent any extraordinary excitement?—I think so; it is not precisely a month with us, but about a month; for the general plan is, with regard to the subordinate masters, that they should prepare the class in a certain portion of an author, and that then the class should be examined by myself, and by the result of that examination their places determined.

6000 *. Is the examination generally *vivâ voce*?—It is principally a *vivâ voce* examination, but it is sometimes followed up by an examination on paper, particularly if there is a difficulty of determining relative attainment.

6001 *. Is moral conduct in the interval considered one of the ingredients by which you are to determine the places?—Not at all.

6002 *. It is entirely applicable to their intellectual progress?—It is.

Rev. *Charles Mayo*, D.C.L.

1 September 1835.

6003 *. Do you find in general that that is quite sufficient to produce activity and diligence?—I should certainly desire to have a greater degree of activity and diligence than is manifested. It is extremely difficult to present stimulants to the pupils, which shall act upon all; it frequently happens that what excites one depresses another; and that you sacrifice the weak to push forward the strong.

Jovis, 3° die Septembris, 1835.

THOMAS WYSE, ESQUIRE, IN THE CHAIR.

The Rev. *Charles Mayo*, D.C.L., called in; and further Examined.

Rev. *Charles Mayo*, D.C.L.

3 September 1835.

6004*. Can you furnish the Committee with any of the text books used in your establishment, in the different branches of your course?—I beg to hand in to the Committee some that have been already published, and others that have been printed and not published. There remain some in manuscript, which I should be willing at any future time to submit. [*The Witness delivered in the same.*]

6005 *. Is there a library attached to the establishment, for the use of the pupils?—There are two libraries, one for pupils under the age of ten, and another for pupils above that age.

6006 *. By whom are the books chosen?—For the superior library, the books have been chosen generally by the pupils themselves, partly at the suggestion of myself or other masters; sometimes I have selected books.

6007 *. Is the library supported by a subscription on the part of all the pupils, or is it voluntary?—It is principally supported by voluntary subscriptions.

6008 *. What is the amount of the subscription annually?—I believe it is about 5*s.* a year, 2*s.* 6*d.* a half-year. I speak of the library for the elder pupils; but there is no subscription to the library for the younger pupils; it is supplied with books by myself.

6009 *. Do you find that those libraries interfere in any way with the usual course of study, in consequence of the pupils wishing to read books not in their regular course?—I am not aware that they in any degree interfere with the studies of the school.

6010 *. Do you allow the pupils to read any books they think proper, or are they chosen for the pupils by the master of the class?—Books are frequently recommended, but no absolute control is exercised.

6011 *. Do they read those books generally in play hours?—Only in play hours.

6012 *. Do you find many of your pupils inclined to study out of the usual course of the class?—They read much in play hours, but cannot be said to study till quite the latest period of their being at school. I occasionally leave it to a boy to determine how he shall spend an hour or two; but that is not exactly voluntary labour; he must do something, but he may choose what.

6013 *. Do you require the pupils to give an account of the books they read in play hours?—No, I do not require it.

6014 *. Do you think it would be judicious to do so, inasmuch as very often bad mental habits are contracted by careless reading?—It would involve a great labour on the part of the master. The evil of desultory reading is attempted to be remedied, first by the regular study of the class, and secondly by pointing out to a pupil through his own experience that it does not produce good fruit.

6015. Do you practise the pupils much in the habits of analysis, and reducing into a small compass the substance of what they read?—They are occasionally required to give abridgments of portions of history.

6016 *. Do you extend that to other studies besides history?—I may have done so incidentally, but not in regular course. They have sometimes a series of questions given to them, relative to some particular subject treated of in a work which is placed in their hands; and they are required to answer those questions.

6017 *. And to give reasons for their support of one or the other side of any of those subjects?—They have not had exercises of that kind.

6018 *. Do

6018*. Do you think such exercises would be serviceable to the higher classes of your pupils?—I think they would be very serviceable to the elder pupils.

6019*. Your institution is principally applicable to the higher classes of society?—Decidedly so.

6020*. Would you think the same system applicable, with some slight modifications, to the middle and lower classes?—I think the principles of Pestalozzi are equally applicable to all classes of society.

6021*. In the elementary schools, do you think that the same principles could be applied without difficulty?—The principal difficulty would result from the want of manuals, and of masters prepared for the purpose. If those means were provided, the principles might be successfully applied.

6022*. You think they might be extended to the elementary schools of the entire nation, if those two requisites were obtained?—I have no doubt of it, with certain modifications.

6023*. How would you propose to obtain good teachers and good manuals?—The leading principles of instruction having been laid down, competent persons should be invited to prepare corresponding manuals; and by means of normal schools, masters should be educated to become educators.

6024*. In establishing normal schools, would you think it judicious to place them under the superintendence of a central body, or leave them entirely to their own direction, guided by the necessities of the public?—I should conceive that certain principles should be laid down for the direction of the conductors of the normal school, and that a superior body should judge of the results; but that the conductors of the normal school should be left much at liberty in carrying out the principles that had been agreed upon.

6025*. Would you see any objection to the establishment of a board of national education?—Certainly not, if that board of education were careful not to shift the responsibility from the masters actually engaged to themselves; and I conceive that responsibility must be shifted whenever there is any great interference with the application of the principles in practice.

6026*. If a board of national education limited itself to the establishment of normal schools, and the receiving of reports and communicating information, and the publishing at a cheap rate manuals such as you have described, without at all interfering with the courses and methods of instruction, would you think that such a body would be of advantage to education?—Yes, the conductors of the normal school would have quite enough to do in the management of their own school, and the propagation and establishment of the method must be in other hands. I beg leave to say, that with regard to the public administration, I have not particularly directed my attention to that subject, but more to the general principles of education, and the mode of applying them.

6027*. Do you think that it is a judicious plan on the part of the State to grant money for the establishment and support of schools?—I feel confident that it is a judicious plan to provide for the improvement of education by means of normal schools, and for the encouragement of persons devoting themselves to the business of education; and I believe that great benefit might be conferred on the country through a judicious application of funds to the purposes of constructing schools, and in part of maintaining them.

6028*. For this purpose, also, would not a superintending body, such as a board of national education, be required?—Certainly.

6029*. In constructing such a board, would you leave the selection of the members who are to form it to the Government, or would you require that they should be elected by the universities, or by the teachers in the country, or what form would you suggest as the most eligible for the constitution of such a body?—I cannot say that I have any precise opinion upon the subject.

6030*. Have any difficulties suggested themselves to your mind in the establishment of normal schools?—The first difficulty, to which I previously referred, was that of proper manuals. I think the best mode of overcoming this difficulty would be to invite three or four persons, whose views in the main accord, to draw up manuals on different branches, and then to submit them to each other for correction and improvement. The providing manuals ought to be the first step, because it is necessary for the masters who are to be educated in those normal schools to be instructed in a certain definite course, which may be more or less exact, according to the judgment of those who draw up the manuals. It will not be sufficient to imbue them with principles; they must have in their hands

Rev. *Charles Mayo*, D.C.L.

3 September 1835.

a definite mode of applying them; and I cannot think that without such manuals, and instruction in the right use of them, any masters can be sent forth properly prepared to carry on the business of national education; there would not be sufficient uniformity in practice.

6031 *. This uniformity being very desirable, would you think it right that the board of national education should require that such manuals should be used by teachers in all schools which were established under its jurisdiction?—Certainly; but the manuals themselves must be subject to occasional revision. It is very important that institutions for national education should not too early take their permanent form; there must be many defects and many errors in the original arrangements, and a way must be left open to supply the one and correct the other.

6032 *. Would not a board of national education, in communication with the most distinguished teachers and writers upon education in the country, have better means of revising defects and of extending improvements than any body which was not invested with the same public character?—The improvements must originate with the practical men engaged in education, but the dissemination and establishment of those improvements would advantageously rest with the central board.

6033 *. Besides the manuals, what other object in establishing the normal school ought to engage the attention of the board of education?—There must be an actual school formed, in which the masters to be educated must teach and witness teaching; lectures also on the art of education, and on the subject matter of education, should be given.

6034 *. Would you prefer a special separate school for the education of teachers, to courses on the art of teaching connected with universities?—To prepare them directly as educators, I should prefer a school arranged expressly for the purpose. I suppose, when they present themselves to be prepared as masters, that they possess already the principal part of the general knowledge which they would have to communicate.

6035 *. Would you apprehend that, from the circumstance of their being separated from other students, they would in such a course of education contract something special and professional, which might be avoided if educated in an university, where they would have communication with students in various branches of knowledge?—I think they should have a general education as men, and then have a special education as teachers; that their general education should be with others, and their special education should be in a school formed for the purpose. I might beg to observe, that at the commencement more general instruction might be necessary to be conveyed to the masters in the normal school than would subsequently be found necessary when the improved modes of education had been carried on throughout the country.

6036 *. You do not think that any course of lectures upon the subject, or a faculty of education in an university, would attain that object with the same effect as a separate school?—I do not think it would.

6037 *. You are probably aware that the mechanical character which the normal schools have obtained in Germany has been attributed to the circumstance of the government laying restrictions much too severe upon the course of education pursued and the books used; would it not be necessary that in the establishment of a normal school very large permission should be given to follow that course of study that was most applicable to the wants of the country?—I think the adoption of the particular course of study in any school should not be left to the judgment of the master, but should be directed either according to general rules previously laid down, or by the judgment of a board, to which the master should refer. If the master conceives the course of instruction to be too extended or too confined for his sphere, he should be at liberty to apply to the board for an extension or restriction of the course, but the decision should rest with the board.

6038 *. Would you apprehend from a board of national education in this country, too great severity and too great restriction in laying down a plan of education for the normal schools?—I should not be led to anticipate it.

6039 *. In a national system of education would you require that the teachers of the schools should be selected from those who had studied in those normal schools, or given proof that they had passed through the system of normal education?—Certainly; otherwise there could be no uniformity in the system of national education.

6040 *. Would

6040 *. Would you allow the district to choose their master, or would you require that the board should appoint him?—I should prefer that the selection of the master should be made by parties locally connected with the school; but for a certain class of schools, only masters having obtained certain certificates should be eligible. My answer refers to the supposition that there would be schools of different grades; if there are to be schools only of one grade, that answer would not apply.

6041 *. You think there should be several grades of elementary education; meaning by elementary education, the education from the age of two years up to the age of 13?—I think that there should be different grades of elementary schools in a system of national education, but that they should not be supported in equal proportions by the public.

6042 *. To what classes of schools would you think it right that the Government should give the largest degree of support?—In schools for the poorest class and in the poorest districts, the largest proportion of expense should, I conceive, be borne by Government; for the poorest classes in each district the Government should bear either the whole or a large part of the expense of the construction of schools, of the original outfit, and of the master's stipend. With respect to the middle classes, it would be desirable that the Government should give sufficient assistance to encourage the adoption of the national mode of education.

6043 *. Would you apprehend that grants from Government for the establishment or maintenance of schools would neutralize, to any considerable amount, voluntary contributions on the part of the public?—I think it would have a tendency to diminish the voluntary support, but much would depend upon the value of an improved method of education being more strongly impressed upon the minds of the community.

6044. Do you think that such results would also follow from the adoption of the principle of assessment for the support of schools?—I think voluntary support would probably be diminished by conjoining with it any other kind of support.

6045 *. Do you think that the system of assessment would be a better principle to act upon than that of voluntary subscription, in establishing a national system of education?—I think it would; because the Government could not be sure of the plan being adopted anywhere, unless it supplied part, at least, of the funds. Schools entirely supported by voluntary contributions must be under the direction of those who contribute.

6046 *. Would you require that the teachers should pass through a previous examination before they were appointed to those schools?—Certainly.

6047 *. To whom would you entrust this examination?—To the highest body of practical men actually engaged in carrying out the work of national education; for instance, such individuals as prepared the manuals.

6048 *. Would you approve of the publication of a list of such teachers annually, with the rank which they held at such examination, for the purpose of assisting the schools in their selection of teachers, and as an encouragement to teachers to apply, during their course of education, to the studies of such course?—The means of knowing the relative qualifications of the teachers ought to be possessed by those who have the selection and direct appointment of them; but I am not prepared to say in what manner that information can best be given them.

6049 *. There might be several schools not coming under the denomination of national schools, and which yet would be very anxious to obtain teachers well qualified for such situations; would not that give to the managers of such schools an opportunity of at once ascertaining who were the men most likely to answer their purpose?—It would certainly point their attention to a certain class of individuals, but the selection of the individual should be made with the advantage of further knowledge of him personally than such a mode would convey. It would be desirable that the conductors of other schools should have the privilege of sending persons whom they selected, to be educated at their expense in the normal schools.

6050 *. In order to induce individuals to apply so considerable a portion of their early years to the study of the profession, would it not be necessary to make it a more eligible profession than it appears to be at present in the elementary schools of the lower ranks?—Higher advantages should certainly be offered to such parties.

6051 *. What would be the improvement which you would make in the situation

Rev. *Charles Mayo*, D.C.L.

3 September 1835.

of teachers of the lower classes; would you suggest an increase of the salaries usually allowed?—I think that is the principal improvement.

6052*. If a system of promotion were adopted from an inferior to a higher school, and so on in proportion as the teacher distinguished himself for his capacity and good conduct, would not that be a considerable inducement to many individuals to take up the profession?—A way of self-advancement should be opened to the masters of elementary schools; but their promotion must be sanctioned at least by the directors of the normal school, after examination of the parties personally, and also of their school.

6053*. Have you, in your experience, found that the deficiency of good methods of education arises as much from the ignorance of what are good methods, as from an indisposition to follow those that are known?—I think it arises in general more from ignorance than from unwillingness; but as men advance in years they become less disposed to adopt new modes of practice.

6054*. In our present system is not it very difficult, even when a good method is ascertained and known to particular schools, to disseminate the knowledge of that method through the greater portion of the country?—It is a very difficult and slow process.

6055*. Does that difficulty arise in a great measure from not having a body to whom communications could be made upon those subjects, and who would have sufficient power and sufficient influence to extend those communications to every portion of the country?—It arises from this in some respects, and also from the want of proper opportunities of training according to approved methods.

6056*. Supposing a board of national education were established, such as you have referred to, and that this board required periodical returns from the several schools, and every information that could be obtained on the subject of improved methods, and made it its duty to communicate this to various parts of the country, in combination with the education of teachers and publication of manuals, would not this difficulty be in a great degree obviated?—I think it would.

6057*. Would you require from such board that those reports should be communicated periodically to Parliament, for the purpose of giving the earliest information upon the intellectual progress of the country?—At first I conceive that the reports should be periodical; subsequently it would be found that the board had not much more than statistics to communicate. One of the advantages to be derived from such periodical reports would be that of directing the attention of the public to particular schools, where the national method of education was considered to flourish the most; then by means of actual observation of the process in such schools, far more clear knowledge of the method, its processes and results, would be brought before the public mind: for reports would never effectually enlighten the public, without an actual observation of the schools themselves.

6058*. Would you think it judicious that the board should employ inspectors for the purpose of making those reports, or that they should trust implicitly to the teachers themselves?—I think inspectors would be highly necessary to visit a portion, at least, of the schools in the different districts, and that with very short previous notice given to the conductors.

6059*. Will you state why you think any notice desirable?—Short notice is desirable, because local circumstances might have occasioned the dispersion of the school, or have rendered the particular season peculiarly unfavourable for examination, as arising out of illness; but long notice enables the teacher to get up examinations, so that the ordinary condition of the school is not so fairly brought before the view of the inspector.

6060*. You would not then approve of inspections at any specified period of the year?—No.

6061*. You conceive the fixing a particular month, or a particular day, attended with the disadvantages that you have ascribed to long notices?—Yes.

6062*. In case the district or the parish was assessed for the support of a school, would you give the district any control over the management of the school, always premising that they were not to be allowed any interference with the courses or methods or instruction?—I think that representations to the central board from the persons locally interested in the school should meet with the fullest attention, but that the direction should come decidedly from the board.

6063*. When you speak of direction, you apply it principally to the methods of instruction; but would you not allow the local body to have a control over the funds for the repair of the school, and the other current expenses?—They certainly

tainly must have a control over the application of the money contributed by the district.

6064*. Would you approve of requiring all children at those schools to pay, or would you exempt one portion from payment whilst another paid?—I would provide, without any payment, the lowest grade of education; but some payment must be made for every addition to that lowest grade.

6065*. What would you include in the lowest grade of education?—Religious and moral and economic instruction, reading, arithmetic, writing on slates, a simple knowledge of common things, such as is conveyed in "Lessons on Objects," gardening.

6066*. You have particularly referred to economics in combination with moral and religious instruction; do you conceive that to be of very great importance to the lower classes?—Of very great importance. The education of the lower classes has, I think, been far too abstract. The application of religious and moral principles to the business of life, the best mode of providing themselves with those domestic comforts, the possession of which tends so much to humanize men, has not been set before them. The influence of good domestic habits upon their happiness has not been inculcated upon their minds; so that the education they have received has very little tended to promote either their morality or their comfort.

6067*. Would it not be advisable to have a certain portion of ground attached to each school, for the purpose of horticultural instruction?—I think highly desirable. In most female schools, girls pass the afternoon in needle-work; in the same manner I would have the afternoon in boys' schools, at least with relation to the elder classes, devoted to horticulture, so far as the weather may permit.

6068*. What time would you require in elementary schools for the instruction of the children?—About three hours in the morning for the regular instruction of the school; the afternoons being devoted to horticulture, to economics, and the application of morals to life.

6069*. Do you think you could find a sufficient disposition on the part of the lower classes in favour of education, to induce them to send their children to school for so long a period?—I think they would be more willing to send them in proportion as they perceived the advantages which their children derived. The parents of the children might be allowed to derive some benefit from their horticultural labours.

6070*. Would you recommend the establishment of a library in the school, for the reading of the children out of school hours?—Certainly.

6071*. Do you think it would be an inducement to the parents to send their children, and at the same time an advantage, if the parents of the children who frequented the school were also allowed access to those libraries?—I think it would increase the satisfaction of the parents in the school, and so lead at last to their permitting the children to remain longer there.

6072*. Would you suppose that it would require a considerable expenditure of money to establish those district libraries?—No, particularly if the exchange of books between neighbouring schools were encouraged.

6073*. If the national board encouraged the publication, which they might do with their organization, of useful books particularly adapted to schools, might they not be furnished at a very cheap rate?—At a very cheap rate.

6074*. And the best productions might be brought into universal circulation?—Certainly.

6075*. Would you begin in general with infant schools?—In the present state of society I certainly should, at least in towns; but I think we should look forward to a time when the improved education that the mothers will have received, would enable us to dispense with such institutions.

6076. Whenever the mother is qualified to educate, do you prefer such education to that in the infant school?—Where the mother is qualified to educate her infant, I prefer the child remaining at home to his going into the school. It appears the natural position in which Providence designed to place him.

6077*. Is not this especially applicable to girls?—Yes.

6078*. Would you educate the two sexes together for any continuance, in the elementary schools?—In infant schools, with such restrictions as may seem good to the local management; certainly not in schools for children of more advanced age.

6079*. At what age would you think it necessary to separate the two sexes in education?—Generally speaking, I should separate them when they respectively left the infant school, that is, at six or seven years old; but they might, I think, be educated together until about ten years of age.

Rev. *Charles Mayo*, D.C.L.

3 September 1835.

6080 *. Would you entrust to a male teacher the education of girls up to that age?—I do not anticipate any inconvenience resulting from a male teacher having the instructing of females up to the age of 10, but I think this should not be enforced; it might excite strong feelings against the plan, in the parents of the children or in the local directors.

6081 *. In conducting religious education in a country where there happened to be different sects, how would you arrange the communicating such instruction; would you recommend separate schools for the different communions, or joint schools, giving separate instruction on religious subjects?—In the preface to a work entitled "The Teacher," I have stated my opinion upon that subject as applied to England.

6082 *. Can you give the Committee the substance of your opinion?—I think all the purposes of religious education may be attained in schools, the pupils of which consist of members of the Church of England and all the sects of dissenters usually termed orthodox, the peculiar tenets of each particular denomination being reserved for Sabbath-school instruction.

6083 *. Where there are sects more markedly different than those that you have specified, would you not conceive that the adoption of the same principle would be still more necessary?—Where great diversity of religious opinion exists, it is extremely difficult to convey religious instruction in an effectual manner to the pupils at large. Religious influence must be still more difficult to exercise where there is fundamental difference of opinion. I do not perceive in what manner a teacher can give religious instruction and exercise religious influence, without quitting that ground which would be considered as the only neutral ground by the party opposed to him in sentiment.

6084 *. In that case would it not be necessary to throw the religious instruction into the hands of the pastors of the several communions?—If such schools were established, the direct religious instruction must, at least principally, be in the hands of such parties. I am not prepared to say that a certain measure of religious instruction might not be committed to the hands of the master; but I think his instruction would probably be frigid, from the restraint under which he would act.

6085 *. What do you consider should form the second grade of elementary education?—The second grade would teach, in addition, writing, geography and grammar. That would be for the children of the poorer classes, whose parents were willing to contribute something for their education.

6086 *. On acquiring this education, would you consider them sufficiently qualified to go to an academy or a college, or would you suggest any intermediate grade of education?—I conceive that there should be a higher grade of education for towns; what I have suggested is for villages; but in a town you would require a school of a higher grade, in which those branches should be carried out to a higher extent, and the elements of algebra and geometry introduced.

6087 *. This you would consider in the light of an academy?—Yes.

6088 *. The next grade, as the pupils are destined to different situations in life, will necessarily divide themselves into the distinctions made in Germany between the Gelehrte Schule and the Real Schule?—Yes.

6089 *. Do you think the middle classes stand in great necessity at present of the description of education given in the Real Schule; that is to say, a practical education fitted for the practical professional purposes to which they are generally destined?—I think they do, for they are the class the most neglected.

6090 *. Would you think it as much an object of interest to the State to provide establishments for such a class of education, as for elementary education?—It is highly important, in order to keep the fabric of society firm in its several parts.

6091 *. Educating the lower classes, and neglecting the middle classes, you think, would be productive of very serious evils?—It would tend to the lower classes eventually taking the place of the middle classes.

6092 *. Would you place under the direction of a national board academies and colleges destined for the education of the middle classes, as well as the elementary schools?—Certainly.

6093 *. You think it would tend to harmonize the education given, and to bring out to its full effect the principles which have been inculcated in those different branches?—Something of the kind is absolutely necessary for the improvement of the education of the middle classes.

6094 *. Will you state to the Committee what you conceive should be the description of education given in the two different branches of the academy?—

There

There should be no division into Real and Literary departments, before the pupils reach the age of 12 years or thereabouts. Before 12, all should be instructed in religion, English (including reading, spelling and grammar), arithmetic, algebra, history, geography, natural history, Latin, French, writing, linear drawing, singing. After 12, in the literary department: Latin composition, Greek reading and composition, geography and history (principally ancient). After 12, in the real department: mathematics (applied), arithmetic (commercial), geography and history (modern), natural philosophy, chemistry, English literature. Instruction common to both departments: religion, geometry (pure), Latin reading, English composition, outlines of ethical and metaphysical science.

6095*. Would you recommend in those academies that they should be taught by classes, as in the German universities and in the Scotch universities, and the Belfast Institution; or that each pupil should be required to go through the whole of that particular course of study to which he devoted himself at entrance?—I should think it might be advantageous to have a part of the course fixed and requisite for each, and particular branches optional: for instance, in natural history, I would not compel a boy to study mineralogy, if he had a preference for botany; and so as to modern languages, where an opportunity presents itself, they should be cultivated in such schools; but I would not require every boy to learn German or Spanish.

6096*. Would you in those schools combine the study of the fine and useful arts; would you institute classes for that purpose?—I would have drawing and singing certainly taught, with facilities for instrumental music.

6097*. Do you think that both the practical and professional classes, and the purely literary classes, are extremely improved by the cultivation of the fine arts?—I think it is a great means of improvement; they tend to render men much less sensual.

6098*. Do they not contribute considerably also to the illustration of ancient literature and ancient history, and furnish explanations of many passages which would otherwise be extremely difficult?—Certainly the ancient writers may be illustrated considerably by means of the productions of the fine arts.

6099*. Do you think that in the middle classes the study of the physical and practical sciences is much neglected at present?—I believe almost entirely.

6100*. Do not you think they could be introduced with very great advantage into the colleges and academies destined for the middle classes?—Yes.

6101*. How would you appoint the professors to those institutions; would you require that they also should have passed through a normal course?—It would be desirable that all who are required to teach should have practical instruction in the art of teaching; but I am not prepared to say that a normal school would be a judicious expedient for the formation of professors.

6102*. Do you see any objection to the body of professors or teachers themselves selecting the teachers to those different colleges and academies, whenever a vacancy occurred?—I am not aware of any inconvenience.

6103*. Would you think it a judicious application of the public money to contribute to the building and establishment of such institutions, the district, on the other hand, contributing its proportion?—I think it would be richly repaid in the improved state of society.

6104*. You would give to the district a certain control through the committee, in the same way that you would to the parish or the elementary school?—I would, as far as possible, proportion the control exercised to the measure of expense borne.

6105*. Would you also require reports of the state of those institutions from the inspectors?—Yes.

6106*. Would you extend that to the universities, and require reports from the universities, without exercising any other control?—I have not considered the subject of the universities.

6107*. Has it not been found that in general many who have received a certain portion of elementary or even academical education, from want of opportunities of pursuing it afterwards, have lost that advantage?—I think so.

6108*. Do you think that there ought to be a greater number of libraries open to the great mass of the professional and middle classes, literary and scientific institutions, and museums, than what actually exist?—It would be highly desirable, but the people must be trained to the right use of those national collections and of literary institutions.

6109*. In order to train them, it would be requisite that they should have a good

Rev. *Charles Mayo*, D.C.L.

3 September 1835.

good education upon the enlarged principles to which you have referred?—And that they should have early access to books and to collections.

6110 *. If the system you have stated was in operation, would you not conceive such to be a very valuable addition to it, particularly for such classes as could not carry their own education so far as to obtain admittance to colleges?—Yes.

6111 *. Do you think it would have a considerable moral influence, in furnishing amusement of an intellectual and more improving character, than what at present exists?—I think it would draw off many from the lower pursuits of sense.

6112 *. And that it would be well worthy the attention of the State, as well as elementary and academical education?—I conceive so.

6113 * Would you consider it a fair subject for the application of public money, under certain restrictions, and provided certain co-operation existed on the part of the public?—I think that decided encouragement should be given to the formation of local museums, libraries and scientific institutions, but that the co-operation of individuals in the district should by no means be superseded.

6114 *. Where those institutions existed you would give a certain superintendence on the part of the board, inasmuch as the Government had contributed a certain portion of the funds; and also a certain superintendence on the part of the locality, proportionate to the funds which they had contributed?—I should vest the principal direction in the local authorities when the institutions had been formed, subjecting them to the control of the central board.

6115 *. That control would imply inspection and periodical reports?—I should suppose occasional inspection would be all that would be necessary.

6116 *. Do not you think that if such an arrangement were in operation, the public would be furnished through the medium of reports with a very complete statement of the intellectual progress of the country?—They would certainly convey much information as to the diffusion of knowledge among the different classes of society.

6117 *. Would you consider this superintendence of the board as any interference with the personal liberty or rights of individuals?—It might be arbitrarily or vexatiously exercised, but I should not consider that at all a necessary consequence.

6118 *. Do not you think that the press and public opinion would be sufficient very soon to detect and to check such arbitrary proceeding?—I should conceive so; there would be no adequate motive to lead to such proceeding.

6119 *. Would you think it advisable that the constitution of such establishments should be fixed clearly and definitively by legislative enactment, and not left to the fluctuation of parties and individuals?—Something I suppose must be fixed by legislative enactment, and much left to the discretion of the parties.

6120 *. Supposing the legislative enactment merely formed the constitution, leaving to the bodies to carry it practically into effect, would you conceive such a proceeding desirable?—I should.

6121 *. Amoung the books you have placed before the Committee there is one intituled "The Student's Magazine." By whom is this Magazine conducted?—They are half-yearly collections of the compositions of the higher class of pupils at Cheam, from the ages of 13 to 17.

6122 *. Are the ages marked?—The age of each pupil is attached to his composition.

6123 *. Do you find the writing and printing of this little work a strong inducement to the pupils to attend to composition?—I find it hold out a strong inducement to exertion in that department, as it is a great pleasure to be able to show a parent one of their compositions in the journal of the half year.

6124 *. What is the course you pursue in training your pupils to composition?—To the more advanced pupils I give a subject, and pointing out the work of some author of celebrity treating on a somewhat similar subject, I recommend the pupil to consider that work generally as his model. Subsequently I point out merely an author generally as a model; and lastly, leave the composition entirely to the pupil's own taste.

6125 *. Do you pursue this in reference to modern as well as to ancient languages?—With relation to both: following the system of pointing out models still more strictly in the ancient languages than in the modern.

6126 *. Do not you think it essential in the ancient languages to follow some model, if you wish to preserve the idiom of a language which is now dead?—I conceive it to be so; to require the pupil generally to imitate good Latin writers, appears

to

to me a direction far too vague. When a particular author, and even a particular passage is presented to him as a model, he has something precise and clear before him which he has to imitate; and though his composition will be a mere imitation, and therefore of little value in itself, I conceive that his general power of composition will be considerably increased.

6127 *. Can you conceive a pure and idiomatic Latin style easily formed by imitations of different writers?—In the first instance, I conceive that the pupil should be strictly confined to the imitation of one author. Subsequently he may be directed to imitate other authors in different styles of composition, but the ground-work should be laid in the imitation of one.

6128 *. Are these compositions confined to the more distinguished of your pupils, or are they the contributions of the greater part of the class?—The non-contributors form the exception in the upper class.

6129 *. Are they corrected before they are printed?—They are corrected, but nothing is inserted that would tend to give a false idea of the attainment of the pupil.

6130 *. Can you mention the names of any gentlemen engaged in education in England, whom you conceive to have carried the principles of Pestalozzi into operation with good effect?—The Rev. W. Browne, at Cheam; the Rev. J. Barron, at Stanmore; and the Rev. J. O. Parr, at the Islington Proprietary School. In the last-mentioned institution the principles of Pestalozzi have been introduced with considerable modifications. I have never seen the school of Dr. Biber, near Kingston on Thames, and that of Mr. Heldenmaier, at Tutbury, Staffordshire; but from my personal knowledge of those gentlemen I should be led to expect in their schools a successful application of the principles of Pestalozzi.

APPENDIX

TO THE REPORT OF 1835.

LIST OF APPENDIX.

No. 1.—Extracts from the Records of the Honourable the Irish Society of London, referred to by John E. Davies, Esq. in his Evidence - - - - - - - - - p. 521
No. 2.—Tabular Digest of Charitable Funds designed for Education in Ireland, arranged according to the respective Counties, as referred to in the Evidence of John D'Alton, Esq., Barrister-at-law, and compiled from his Manuscripts on Irish Statistics - - - - p. 535
No. 3.—Administration and Course of Instruction in the Royal, Diocesan and Private Schools in Ireland - - - - - - - - - - - - - - - - p. 559

Appendix, No. 1.

EXTRACTS from the RECORDS of the Honourable the IRISH SOCIETY of *London*, referred to by *John E. Davies*, Esq., in his Evidence.

No. 1.
Proceedings of Irish Society, London.

At a Court holden for the Society on Monday the 25th day of August 1707,

THE secretary, in obedience to the order of the last society, presented a report relating to the usher of the Free School in Londonderry, which being read was well liked and approved of, and ordered to be entered in the journals of this court, and is as followeth; viz.

To the Honourable Society of the Governors and Assistants, London, of the New Plantation in Ulster, within the Realm of Ireland.

In obedience to the order of the society made at their last court, I do humbly certify, that upon perusal and examination of the society's books, and in pursuance of a late order made the 9th day of July last, relating to the usher of the Free-school in Londonderry, I do find that a court was holden for the society the 18th day of May 1670, at which the right reverend the then lord bishop of Derry was present, who was pleased to give the society some verbal account of the then posture of their plantation in Ireland, and also presented proposals in writing, in reference to the state of the churches, people, school, and other things for the general good of the said plantation, which proposals, together with his petition thereunto annexed, his lordship had presented to his Majesty, who was thereupon graciously pleased to recommend the same to the consideration of the society, which were read in his lordship's presence, who was pleased to explain himself on each particular paragraph thereof. Whereupon it was thought fit, and so ordered, that the same should be referred to be speedily and effectually considered of by the standing committee, to whom some special members were then added, and they to make report from time to time of their proceedings. That at the next court holden for the said society the 7th day of June following, the said committee presented their report, which, together with the said petition and his Majesty's order of reference thereupon, and his lordship's complaint, and his proposals to the said society, are inserted in the book of the minutes of the said court, and are as ollows; viz.

To His most excellent Majesty, Charles, by the Grace of God King of England, Scotland, France and Ireland, &c.

The humble petition of Robert Lord Bishop of Derry, in the kingdom of Ireland,

Sheweth,

Whereas your Majesty's petitioner hath undergone a hazardous passage by sea and a tedious travail by land, to his very great trouble and charge, on purpose to solicit (by a personal communication with the society and companies of London) a repair of the churches, and an establishment of a grammar school, and other great concernments, relating to the good of their plantation in Ulster, and of your Majesty's poor subjects in those parts, represented and proposed in the papers hereunto annexed.

May it therefore please your most excellent Majesty graciously to peruse the said papers, and upon your Majesty's pious resentment of the matters therein mentioned, effectually to recommend the same to the said society and the companies, for their due consideration and ready compliance.

And your Majesty's petitioner will ever pray, &c.

Robert Derens.

No. 1.
Proceedings of Irish Society, London.

At the Court at Whitehall, May the 30th, 1670.

His Majesty commends much the zeal and affection of this worthy prelate, and desiring to give all due encouragement to so pious a work, is pleased hereby effectually to recommend it to the governor and assistants, London, of the New Plantation in Ulster, that they will take these propositions in consideration, and contribute in what depends on them to the advancement of so pious and charitable a work.

Arlington, Secretary.

A Representation of the present State of the City and County of Londonderry, in several great concernments thereof.

1. The churches (especially those within the 12 London proportions) are generally ruinous, and not one (except that within the city) is in repair and accommodated fit for God's worship; neither are the inhabitants, such is their extreme poverty, anywise able to rebuild or repair them, so that the holy offices of God's public worship are for the most part administered either in a dirty cabin or common alehouse.

2. Gross ignorance, and with that all kind of profaneness, do overrun this country, occasioned especially through want of a well-established grammar school, which might be a nursery of piety, loyalty and literature in those parts.

3. Not only the churches are ruinous, but also the ministers are generally and necessarily non-resident, not having any houses upon their cures, nor being able, through meanness of estate and numerousness of their families, to build themselves houses, nor can they find habitations to be hired upon the place.

4. The country is generally so impoverished for want of trade, that the tenants cannot pay their rents; no, not when harassed with taking distresses; and much land hath been laid waste of late and more is daily so, which threatens an undoing to the country.

5. There are frequent animosities and contentions arising among the inhabitants, which may become dangerous to the peace and welfare of the whole plantation, if not timely prevented.

Upon this representation made, it is piously and prudentially to be considered, what is fittest to be done. 1. As to the repairs of the churches. 2. As to the establishment of a grammar school. 3. As to a provision for ministers' residence upon cures. 4. As to an encouragement of trade. 5. As to a preserving unity among the British.

Proposals unto the Society of the Governors and Assistants, London, and to the several Companies, for promoting the common good of the New Plantation in Ulster, especially in the City and County of Londonderry, within the Realm of Ireland.

As to the Repair of the Churches.

1. That the churches that were formerly built by them and are now ruinous, be repaired by a concurrence of contribution from each company (who are lords of the several manors) and from the inhabitants of each parish and from the bishop of the diocese.

2. That the contribution from each company (one with another) be 45 *l.*, to be paid by their farmer or lessee, in three years, in three equal payments, out of their accruing rents, and that the disbursements be allowed and certified under the hands of the bishop of the diocese and of the society's agent for the time being.

3. That in the said contribution the bishop do undertake for a proportionable supply from himself and the poor tenants (who pay the rents), equal to that from the society and companies to whom the said rents are paid, and that this shall be effectual to accomplish the work.

As to the Establishment of a Grammar School.

1. That a convenient house be built for the master, capable of entertaining boarders, and a chamber for the usher; and that the school-room (formerly built, and now ruinous within,) be repaired, all by a contribution from the bishop and inhabitants of the city of Londonderry; which contribution, buildings and repairs were ordered and designed before the bishop's coming from Londonderry.

2. That a competent maintenance be established upon the master and usher; for the master 40*l.* per annum, to be provided and ascertained by the bishop, and for the usher 20*l.* per annum, to be paid by the society's order to their agent, which sum of 20*l.* per annum is but 20 nobles more than what they already give, without any good effect thereof.

3. That the bishop order a standing method of institutions according to the right principles of piety, loyalty and literature, and that an annual visitation be appointed to be held in the time of the quarter sessions after Michaelmas, with public exercises performed in the audience of the justices and gentlemen of the county, and of the mayor, aldermen and burgesses of the city, and at that time collections to be made for the school repairs continued, and for books of common use.

4. That

No. 1.
Proceedings of Irish Society, London.

4. That each company of London (according to their wonted charity to schools in England,) do send over one or two of their poor children to this school in Ireland, with exhibition for their maintenance, some of which youths, in due time, to be elected at the said visitation to scholarships in the University of Dublin; and after they have taken their degree there to be presented to livings within the diocese of Derry (both which the bishop doth undertake to procure); and some to be put out apprentices in Londonderry and Coleraine, who, afterwards increasing by marriages into families, will be a perpetuated support to the society's and companies' plantation, both in the city and in the county of Londonderry.

As to Provision for Ministers' Residence on their Cures.

1. That an humble address be made to his Majesty for his royal bounty towards the accomplishing so good a work, thereby (in a gracious condescendment) encouraging the society and companies of London, the bishop of the diocese, and inhabitants of the parishes, in their several contributions for the settlement of the churches, and the very great good of his Majesty's poor subjects in those parts.

2. That his Majesty's bounty obtained be by the bishop (according to his Majesty's gracious pleasure,) distributed in proportions to the several ministers (no one proportion exceeding 25*l.*), to be laid out in building, provided that the respective ministers do add thereto a like proportion of their own for their making better conveniences and accommodations for residence, either upon the glebe or upon some gort lying near the church, or upon the church-yard.

As to the Encouragement of Trade.

1. That a bank be settled at Londonderry, consisting of 3,000*l.* or 4,000*l.*, the one moiety thereof to be advanced by the society or companies, or both, out of their accruing rents, and the other moiety by the persons of quality and estate in the city and county of Londonderry.

2. That the management of this bank be in the hands of such officers and agents as the society or companies shall entrust and employ, and according to such rules of commerce as they shall think fit to order and appoint.

3. That the commodities which are of the growth of the country for export be especially taken of the society's and companies' tenants (with respect to their goodness and price being such as are the rest of the country), which benefit of trade will very much secure and improve both stock and rents in the several London proportions.

As to Preserving Amity among the British.

1. That there be no countenancing any one party in opposition to another, upon any pretence of a national account or interest; but that the encouragement of trade, and benefit of plantation, be managed with an indifferency to those of both nations who are honest, peaceable and industrious.

2. That an amnesty be put by the society upon the late or present contentions in the city of Londonderry, and that it be considered how, by virtue of their patent, some person or persons may be empowered and employed by them to examine all matters of difference and contention which for the future shall arise to the disturbance of that corporation, and either to compose the same, or else report the state of the case to the society, by them to be further proceeded in as they shall see convenient.

Robert Derenss.

At a meeting of the committee the 27th day of May 1670, there being then present Sir William Hooker, Sir Francis Chaplin, Mr. Jefferyes, deputy, Mr. Finch, Mr. Hodgkin and Mr. Thompson.

The above-named committee in pursuance of an order of the society at their last court, took into consideration, the bishop of Londonderry, his proposals, and for answer thereunto reporteth as followeth:

As to the paragraph for repair of the churches, they are of opinion that in regard those churches stand in the proportions of land already granted to the respective companies, and the society little concerned therein, the repair and charge thereof be effectually recommended to the consideration of the 12 chief companies (haberdashers excepted) for their concurrence to the said proposals; it being a work of great piety, and ought to have all due encouragement.

As to the paragraph for establishment of a grammar school, they are also of opinion that the society comply with the bishop for an augmentation of 20 nobles per annum to the usher of the said school; but touching the election both of the master and the usher it is thought fit that the bishop be consulted.

As to the third proposal for ordering a standing method of institutions by the bishop, the committee do very well approve thereof.

As to the paragraph relating to the educating of English children there, the committee are of opinion that in regard that particular affair relates unto the respective companies, the same be recommended effectually unto them for their compliance. It being conceived by the committee (for the reasons alleged,) to be a work which may in time prove very advantageous to those parts, and of future good and benefit to the whole plantation.

No. 1. Proceedings of Irish Society, London.

As to the paragraph for provision for the ministers and their respective habitations, the committee are also of opinion that what the bishop hath therein proposed is very good and approve thereof, but withall conceive it most fit and proper to leave the management of the same for the obtaining his Majesty's bounty unto his lordship's prudence.

As to the paragraph for encouragement of trade, the committee are of opinion that the several proposals relating thereunto be referred to further consideration.

As to the last paragraph for preserving amity, &c. the committee are of opinion that letters be sent by the society to Colonel Gorges and Mr. Wilson, advising them to an amicable compliance each with other; and if the same shall not prove effectual, that then the bishop be entreated to examine the matter, and to settle love and amity between them if he can, as also the true state thereof, and what he shall do therein to make report; and if any difference shall hereafter arise to the disturbance of the corporation of Derry, then the society to consider of some person or persons who may be authorized to examine all such differences, and compose the same, or otherwise make report thereof to the society for their further advice.

The committee are of opinion that copies of the aforesaid proposals, and of the bishop's petition and his Majesty's reference thereupon, be sent unto the said companies therein concerned, to the end speedy and fitting answer suitable to his lordship's merit, pious proposals and candid proceedings, may be returned accordingly.

All which nevertheless the committee refer to the further consideration of the society.

Which said petition, order, representation and proposals, together with the report and opinion of the said committee thereon, being all well weighed and considered of by the said court; and to demonstrate the society's dutiful compliance with his Majesty's gracious order of reference on the said petition; and in testimony of their zeal to promote and contribute their assistance to effect such pious, public and charitable works, and how well they resented his lordship's motions therein; it was agreed and ordered as followeth; viz.

As to the first paragraph of the lord bishop's proposals, in reference to the building and repair of the churches in the county of Londonderry, within the proportions of land belonging to the chief companies of London, the society did fully concur with his lordship's proposals therein, and did agree to allow out of their growing rents the proposed sum of 12 times 45*l.*, amounting in the whole to 540*l.*, the same to be paid in three years, by three equal payments by themselves or their general agent for the time being, unto the mayor and commonalty and citizens of the city of Londonderry, or such as should be by them appointed; provided that the said lord bishop and inhabitants should likewise contribute and advance, pursuant to his lordship's proposals, the like sum, in three equal payments as aforesaid; and that all payments and disbursements be from time to time certified unto the society by the bishop, and the mayor, aldermen and common council of the city of Londonderry, under their common seal; and that the work for which the said moneys were designed should be effectually carried on and completed.

As to the second paragraph thereof, for the establishment of a grammar school at Londonderry, it was agreed and so ordered that when the work proposed by his lordship should be done and completed; viz. a house built for the master, capable of entertaining boarders, and a chamber for the usher, and they settled therein, and the school-room substantially repaired, and the sum of 40*l.* per annum (proposed by his lordship to be annually advanced) should be settled and established thereon, towards the maintenance of the master and usher thereof, and certificates thereof made by his lordship and that corporation unto the society, and also a transcript from his lordship of his proposed and intended institutions for the society's approbation, that then the society should and would allow towards the maintenance of the master and usher of the same school, to be paid unto them yearly out of their accruing rents, by themselves or agent for the time being, 20 nobles per annum over and besides the 20 marks per annum formerly allowed.

As to the proposal for each company to send over one or two children to the said school, with exhibitions for their maintenance, which charge his lordship verbally affirmed would not exceed 8*l.* per annum, each youth, which the court then understanding thus, that when that youth or youths, or any of them, should remove or be preferred from the said school, as proposed, the said exhibition as to him or them should cease, and one or two others to be sent over to reap the benefit thereof.

Forasmuch as the same wholly concerned the company, and was in itself a good and politic work, it was ordered that the same should be effectually recommended to the company by their respective members of the society, it being then conceived by the court not only a good and charitable work, but also (for the reasons by his lordship alleged) a work that might tend much to the advancement of the plantation, and therefore in both respects worthy of all due encouragement, and of a speedy compliance for the better effecting whereof the secretary was ordered to send each company as well copies of the petition, order and papers of his lordship as of the effects, as well of the two last-mentioned orders as of this under his hand, and desire their speedy answer thereunto, a draft whereof he was to present to the committee at their next meeting, for them to consider of the contents thereof, and make report at the next court.

As to the paragraph for provision for the ministers' habitations, that the society left to the prudent management of his lordship; yet they desired that what address his lordship should make unto his Majesty to effect the same, they might be acquainted with the particulars thereof before it was presented.

As to the two last paragraphs, in reference to the advancement of trade, and preserving amity

No. 1.
Proceedings of Irish Society, London.

unity among the British, the same was referred to be further considered of by the standing committee, who were ordered and desired to consider of the two last letters and papers from the corporation of Londonderry to the society, and prepare the draft of such answer to the same as they should conceive requisite and correspondent to the then posture of the society's affairs and concerns as well here as in those parts.

In the year 1680, until which time nothing material appears to have been transacted relating to the said proposal concerning the grammar school, the afore-mentioned bishop being dead, his successor solicited the society for an increase of their salary of 20 marks, then annually allowed to the usher of the said school, who returned for answer the substance of the said order and agreement made in his predecessor's lifetime, and after several letters mutually passed, the then bishop and corporation by their letter, dated the 8th of May 1682, certified by the society, that all the said matters proposed by the preceding bishop relating to the said grammar school were completed, whereupon the society at a court held the 26th of the same month resolved to make the said additional allowance of 20 nobles per annum towards the maintenance of an usher, and ordered the payment thereof, and signified the same to the said corporation by their letter of the 1st of June following, since which time the same hath been duly and constantly paid.

All which is most humbly submitted to the judgment of this honourable court, this 25th of August 1707, by

Jas. Brace, Secretary.

A letter from the society to the corporation of Londonderry, in answer to one from the said corporation of the 25th of April last, was read, whereupon a debate arising, whether in the last sentence of the last paragraph but one of the said letter, the word "determined" should stand, or some other word not importing the society's resolution to give their assistance towards the school-house in Londonderry should be inserted:

Resolved, that it is the opinion of this Court that some assistance be given to the said corporation towards rebuilding the said school-house, and that the said word do stand in the said letter; but that the quantum of such contribution be left to the further consideration of the society, to whom an answer shall be returned by the said corporation.

At a Court holden for the Society on Thursday the 9th day of October 1707,

A letter from the corporation of Londonderry, 30th past, was also read, and after some debate concerning the contribution intended to be bestowed by the society towards rebuilding the school-house in Londonderry, again humbly and earnestly recommended in the said letter, the further consideration thereof is deferred until the society shall receive a letter from his lordship, the said bishop of Derry, in answer to the society's letter, lately sent to the said corporation, dated the 25th of August last, which was directed to be communicated unto his lordship.

At a Court holden for the Society on Friday the 14th day of November 1707,

A letter from the said lord bishop of Derry of the 28th past, and another from his lordship to the Government, dated 30th past, were read, in which his lordship is pleased to acquaint the society that the contribution designed and necessary for rebuilding the school and school-house in Londonderry was raised and completed, and thereupon his lordship most earnestly requests the society that, in lieu of what they had intended to contribute towards the said building, they would be pleased to settle some additional salary on the schoolmaster, to the 40*l.* per annum now paid and allowed by his lordship and the clergy.

Whereupon it was unanimously resolved, that for the advancement of learning and piety in our said city of Londonderry, and for promoting the welfare and prosperity thereof, as also for the encouragement of the present schoolmaster, of whose ability and character the society are very well satisfied, the sum of 10*l.* per annum be added and annexed to the said 40*l.* per annum allowed by his lordship and his said reverend clergy towards the maintenance of the said schoolmaster, (over and besides the 20*l.* per annum formerly granted, and now paid by the society to the usher of the said school,) the same to commence from Christmas now next ensuing, and to continue during the pleasure of the society.

Ordered, that in the said letter of thanks, to be sent unto his lordship, this resolution be signified unto him.

At a Court holden for the Society on

23 Dec. 1720.—The patronage of the ushership of Derry free school was exercised by the society.

7 Feb. 1726.—The society appointed Thomas Orr usher of the free school Londonderry.

15 Aug. 1729.—A vacancy in the ushership of the free school at Derry having been represented to the society by the bishop of Derry, they gave permission to Mr. Blackall, the master, to provide one, and required notice of the appointment for their approbation and allowance.

3 Oct. 1734.—A letter from the Right Reverend Father in God Henry Lord Bishop of Derry of the 17th September was read, advising that the Government had appointed the Rev. John Torrens, the late usher to diocesan school, to be the schoolmaster of Derry

No. 1. Proceedings of Irish Society, London.

diocesan school, upon the resignation of the Rev. Mr. Roger Blackall, the late master, and recommending the said Mr. Torrens as worthy the encouragement which the schoolmaster hath usually received from the society's bounty; but also one Mr. Grove Gifford, the son of a widow gentlewoman in the city of Londonderry, his father formerly a merchant there, and a member of the corporation, of an unblemished character and unexceptionable behaviour, educated in the said school, and a good scholar, to succeed Mr. Torrens in the place of usher.

This recommendation was referred to a committee, and reported upon as follows, on the 22d October 1734:

As to the other part of his lordship's said letter, relating to the vacancy of an usher in the free school of Londonderry by the promotion of the Rev. Mr. John Torrens, the late usher, to be master, in the room of the Rev. Mr. Roger Blackall on his resignation, and his lordship's recommendations therein, as well in favour of the present master, that the encouragement may be continued to him which the schoolmaster hath usually received from the society's bounty, as of one Mr. Grove Gifford, to supply the said vacancy of an usher.

As to the former, in favour of Mr. Torrens, the present master, it appearing to us that he hath so well behaved in the capacity of usher as to be thought worthy to succeed the said master, and to obtain the general good liking of the inhabitants of the city of Londonderry, and that his lordship writes he is persuaded the school will continue to flourish in his hands, we are humbly of opinion that the usual allowance of 10 *l.* per annum (as an encouragement from this society to the master) be continued to him during their pleasure.

And touching the other recommendation, in favour of Mr. Grove Gifford, whom his lordship represents to be a very sober young man, the son of a widow gentlewoman in the city of Londonderry, his father a merchant there, and member of the corporation for many years, was educated in the said school, is a good scholar, his character unblemished, and his behaviour as yet unexceptionable, and that he is in a peculiar manner agreeable to the present master, being one he knows and can depend on; we humbly propose it to the consideration of this court, whether, on so full and earnest a recommendation on his behalf, he may not be judged a fit person to be appointed usher of the said school in the room of the present master, with the usual salary or allowance of 20 *l.* per annum during the pleasure of this society, more especially in regard that no other application hath been made for and on behalf of any other person for that employment.

10 June 1743.—A letter from the corporation of Derry states their willingness, in obedience to the wish of the society, to allow the master of the Derry free school annually 10 *l.*; in consequence of which the society augmented their allowance to 20 *l.* per annum to the master. A letter of thanks from the Rev. John Torrens, the master, was read.

5 June 1794.—A report of the committee of accounts and correspondence of the 28th May last, on the memorial of the Rev. George Vaughan Sampson, master and teacher of the free school in the city of Derry, was presented and read, as follows:

To the Honourable the Society, &c.

We, of your committee of accounts and correspondence, whose names are hereunto subscribed, do hereby report, that in obedience to your order of the 11th October last, we have taken into consideration the memorial of the Rev. George Vaughan Sampson, master and teacher of the free-school in the city of Londonderry, alleging that in the course of years the value of money has diminished so much that the sum of 20 *l.* per annum allowed by this honourable court, which 100 years ago might have been considered as a handsome endowment, is now become an inconsiderable stipend; that the original design of such endowment was that the support of the schoolmaster might not only depend on the mere profits of tuition, which in such a remote part of the kingdom must be limited and precarious, but that the school patronized by the society might possess such a portion of certain income as would enable the schoolmaster to instruct the children of the poorer classes. From the exceeding smallness of the present salary none of these liberal purposes have been answered, the schoolmasters, instead of extending a gratuitous care to the children of the poor, being uniformly obliged to look for other employments as additional means of support, and even then falling far short of that competency to which the profession is thought to be entitled. That in this respect the school of Londonderry is much more uncomfortably situated than any similar establishment in that kingdom, the endowment of other schools having been in land, the value of which has risen in proportion to the depreciation of money, whereas that of the free school of Londonderry having been in money, it has been virtually diminishing, and at this time cannot be estimated at one-third of its original value. That in these circumstances, and under the consideration aforesaid, the memorialist is induced to have recourse to this honourable court for such addition to his present salary as, on taking the premises into consideration, will be thought proper to bestow on him. And at the foot of said memorial it appears, that at a court of common council, held in the Guildhall of the said city of Londonderry, the aforesaid memorial being read, the mayor, aldermen, sheriffs and burgesses thereof recommended the same to the attention of this honourable court, and in testimony thereof caused their common seal to be affixed the 12th day of September last; and by a subsequent letter from the said Mr. Vaughan Sampson to the secretary he admits receiving from the said corporation 20 *l.* per annum, from the bishop 12 *l.*, by the society's bounty 20 *l.*, and the head usher 20 *l.*, the income to him being 52 *l.* yearly; and it thereby also appears, that

the

No. 1.
Proceedings of Irish Society, London.

the number of pupils educated is 31, four of whom are exempt from the charge of tuition, which on his part he expresses to be voluntary, but that he derives a little additional support from holding the place of surrogate to the vicar-general of 20 *l.* And we further find by a report of the committee of accounts and correspondence, of the 21st November 1781, upon the memorial of the Rev. Roger Blackall, then master and teacher of the said school, praying an allowance of 35 *l.* for repairing said school and master's dwelling-house, on a suggestion that such repairs were incumbent on the society as the founders; but it appearing by the journals of this honourable court that the said school was originally erected by the bishop and clergy of Derry, in pursuance of a statute of the 12th of Queen Elizabeth, and that the same was afterwards repaired by the bishop and corporation of Londonderry, and the said school was rebuilt by a contribution of the inhabitants, in which this honourable court refused to join; and we further find that the secretary, by direction of the late committee of accounts and correspondence of the 21st November last, having wrote to Samuel Montgomery, esq., chamberlain of the said city of Londonderry, for the purpose of knowing the intention of that corporation in regard as to their granting Mr. Sampson a further increase of salary, has received in answer thereto, by letter presented and read to this honourable court, 21st March last, and by them referred to us, that an increase to the master's salary, double the former amount, has been made by the corporation, and continued since the year 1777, which they represent as a proof of their regard for the institution, especially as it has taken place 35 years since the society made any increase to their donation granted in 1742; and they conclude with observing, that any benefaction which this society, on the precedent and recommendation of them may be induced to grant, will be attended with advantages to the citizens of Londonderry and to the school institution. We having maturely considered all the circumstances attending the present claim, and seeing that it is stated by Mr. Sampson himself that only four pupils are exempt from the charges of tuition, which he represents as a voluntary act on his part, it does not appear to us that it is at all incumbent on this honourable court to make any addition to the provision which he already enjoys, viz. an allowance for himself and usher, amounting together to the sum of 40 *l.* a year from this honourable court, 12 *l.* a year from the bishop of Derry, and 20 *l.* a year from the corporation of the said city, making the whole an annual income of 72 *l.*, independent of the profits of his scholars; all which, nevertheless, we humbly submit to the judgment of this honourable court.

26 June 1801.—A report of the committee of accounts and correspondence of this day's date, on the memorial of the Rev. James Knox, was presented and read, as follows:

To the Honourable the Society, &c.

We, of your committee of accounts and correspondence, whose names are hereunto subscribed, do hereby report, that in obedience to your order of the 14th November last, we have taken into consideration the memorial of the Rev. James Knox, master of the free school of the city of Londonderry, setting forth that the said school was founded nearly a hundred years ago, chiefly that it might be a place of classical education for the sons of the society's tenantry, with an allowance of an annual sum of 40 *l.* from this court, instead of annexing a portion of land thereto; that by thus fixing a settled sum, the circumstances of the school-house have become much less advantageous than those of almost any other public school in Ireland, the income in other similar institutions having increased with the growing expenses of the times, whilst in the said school it has gradually sunk with the progressive depreciation of money, until at length, from the late rapid advance in all necessaries of life, it is reduced to an inconsiderable stipend, inadequate to any purpose; that the memorialist is a clergyman of the Established Church, without preferment or spiritual employment, seeking no other emolument than what may be derived from his situation as master of said school, and therefore praying the society to take his case into their consideration, and make such addition to the original grant as will bring his situation nearer to what it was at first intended to be. Your committee having had reference to a report made to this court on the 28th May 1794, in consequence of a similar application which had then lately been made on behalf of Mr. Vaughan Sampson, the then master of said school, receives from the corporation of Derry 20 *l.* a year, from the bishop of Derry 12 *l.*, from this honourable court 20 *l.*, making together 52 *l.* a year; and the head usher is moreover entitled to be paid 20 *l.* a year out of the donation of 40 *l.* a year made by this society; and it further appears by the said report, that the number of pupils then educated was 31, four of whom stood exempt from the charge of tuition, but which Mr. Vaughan Sampson stated to be voluntary on his part, and moreover admitted that he derived an additional support of 20 *l.* a year, from holding the place of surrogate to the vicar-general; and we further find, by a report dated 21st November 1781, upon the memorial of the Rev. Roger Blackall, the then master and teacher of said school, stating the same to have been founded by the society, and therefore praying an allowance of 35 *l.* for repairing the school and dwelling-house, that the society had repelled the suggestion of their being founders, by stating the said school to have been originally erected by the bishop and clergy of Londonderry, in pursuance of the statute of the 12th of Queen Elizabeth, and that it was repaired by the bishop and corporation of Derry, and that when the said school was afterwards rebuilt by a contribution of the inhabitants, this honourable court had refused to join therein; and we further find by a letter received from Mr. Montgomery, chamberlain of Derry, in answer to an inquiry made by the secretary of this honourable court, that from the year 1777, an increase to the schoolmaster's salary, double the former amount, has

No. 1. Proceedings of Irish Society, London.

been made by that corporation; we are therefore of opinion, that under all the circumstances of the case, and seeing that the society does not appear to have any patronage in the school in question, there is no sufficient reason to induce this court to adopt a line of conduct different from that pointed out in the reports of the years 1781 and 1794, and therefore that the prayer of the present memorialist ought not to be complied with; all which, nevertheless, we humbly submit to the judgment of this honourable court.

June 24th, 1808.—The secretary presented a copy of the Bill now before Parliament, for vesting the school-house and premises in the city of Londonderry in trustees, to be sold, and for applying the purchase-money in building another school-house, and for better regulating the same.

Ordered, that the society's seal be now affixed thereto; and the seal being taken out of the society's strong box, was done accordingly.

Ordered, that the secretary do forward the same to the proper officer in the House of Commons, in order that the Bill may pass through the present sessions of Parliament if possible.

July 5th, 1811.—The secretary was directed to write to the bishop of Derry, that it would be gratifying to the society to receive annually an account of the state of the diocesan school, Derry, from the trustees or their proper officer, and that the society wishes his lordship would inform their secretary the present state of the building.

As a corollary to these extracts, may be taken so much of the deputation report for 1825, marked (A.), (sent herewith,) as refers to the school, and the accounts down to the present time, handed to your committee by the general agent, marked (B.) and (C.)

(A.)—Extract from Deputation Report, 1825.

"Amongst other objects which engaged our attention at Londonderry, the circumstances relative to the funds, and the condition and management of the diocesan school, to which your society are munificent contributors, were not forgotten; and being attended on this occasion by your general agent, who had exerted himself very actively in procuring all the information necessary to the full elucidation of the subject, he placed before us the documents hereunto annexed, and represented to us that the accompanying accounts of the school would not have been detained so long, but from his desire to have them stated in the most concise and explicit manner. That, from the nature of them, and the way in which they had been kept, it had been a work of considerable labour and time, which, with the circumstance of the gentleman who kept the accounts having various avocations as well as himself, rendered their meetings less frequent and tended further to delay the work. That he had now brought them to a form which would render them easily understood, and if the same system was continued from year to year, hereafter they might, at any time, be inspected in a few minutes.

"That it would be seen by the accounts that the subscriptions commenced in 1807, but the building was not completed till 1814, which was partly caused by the delay in procuring the Act of Paliament, and partly by the necessity of collecting a sum of money, as a fund, before they commenced; but notwithstanding this caution, the subscriptions being annual, the supply of money was slow, which rendered the work tedious and put the trustees to much inconvenience, compelling them to borrow money in the course of the work; and at the close of the year 1814, when the undertaking was completed, there was a balance due of 1,762 *l.* 8 *s.*

"During the progress of the building, the account was kept in a large day-book, on one side of which was entered the subscriptions and other funds they received, together with the net amount of borrowed money, exclusive of interest; and on the other side, the weekly payments to labourers and tradesmen, the amount of materials purchased, and the sums used in the repayment of the borrowed money: this rendered the number of items so great as to fill the book and swell up the amount of the money to an enormous sum, owing to these borrowings and repayments, which were totally unconnected with the real funds and expenditure. Your general agent had therefore left them out on both sides, and got a clerk to extract the payments under the different trades, and heads of expenditure, and to place on the debit side nothing but the actual funds; and that they had taken the sum of 100 *l.* as an average for the amount of interest, and charged it, and the balance over against the new account, which brought the first period of the account of the building into a very short and clear point of view.

"The next division of the account was from the period the master took possession of the house and the new establishment commenced; and from this time it will be found the accounts annually closed, and this was a matter of very little difficulty, as the gentleman who kept the accounts had furnished an annual statement to the visitors, and it now stands with a credit of upwards of 900 *l.*, a part of which it would be necessary for the visitors to put into the public funds, and to continue to invest a sum annually, as future bishops might not be so liberal as the present, and various circumstances might induce parties to withdraw their subscriptions, as had already been done by two of the companies and the corporation of Derry; so that unless some such substitute was provided, the means to keep up the establishment may entirely fail.

"The general agent delivered to us a third account, relative to the exhibition fund, showing the amount of stock purchased with the money granted by the corporation of the city of London, as well as with the interest which had accumulated at periods when the

same

same was not required for the maintenance of any fit objects during their college course. The bishop had thought proper to have this stock transferred into the joint names of himself and the general agent, and he delivered to us the certificates of transfer.

"He trusted the method in which he stated these accounts would appear satisfactory, and he felt it necessary to add, that the school appears to him to be well conducted, and the number of free scholars in it to be 24, day scholars 49, and boarders 23; that the same attention appeared to be paid to them as to the others, and the visitors appeared to take a lively interest in the establishment."

No. 1.
Proceedings of Irish Society, London.

(B.)—ACCOUNTS of the *Londonderry* Free School, from 1825 to 1834.

1824:	Dr.	Irish Currency. £.	s.	d.	1825:	Cr.	Irish Currency. £.	s.	d.
Dec. 31	To balance in treasurer's hands - -	901	6	-½	Dec. 31	By cash paid—			
1825:					- -	2 masters, 1 year's salary - -	150	-	-
January	Mercers' subscription, 105*l.* British	113	15	-	- -	1 classical assistant, ditto - -	80	-	-
Mar. 25	Irish Society's ditto half-year -	60	-	-	- -	2 - ditto - - ditto - -	50	-	-
Sept. 29	Ditto - ditto - ditto -	60	-	-	- -	English master, ditto - - -	68	5	-
- -	Bishop's - ditto - 1 year -	100	-	-	- -	power of attorney - - - -	1	1	8
					- -	postage and stamps for receipts	-	16	10
						1 year's insurance to Christmas 1825, 17 *l.* 10 *s.* British - - -	18	19	2
					- -	To balance in favour of school -	865	18	4½
	£.	1,235	1	-½		£.	1,235	1	-½
1826:					1826:	By cash paid—			
Jan. 1	To balance of last year, 865*l.* 18*s.* 4½*d.* Irish - - - - - -	799	6	2	Dec. 31	head-master, 2 years' allowance, for educating 20 free boys - -	184	12	3
					- -	second master, 1 year's salary -	138	9	4
Aug. 3	Skinners' subscription, 1 year -	100	-	-	- -	first classical assistant, ditto -	73	17	-
- 11	Pewterers' ditto - - -	5	-	-	- -	second - ditto - ditto -	46	3	-
- 17	Drapers' - ditto - - -	100	-	-	- -	English master, ditto - - -	63	-	-
- 22	Barbers' - ditto - - -	5	-	-	- -	clerk, ditto - - - - -	46	3	-
- -	Brewers' - ditto - - -	9	-	-	- -	1 year's ground-rent - - -	15	13	10
Sept. 8	Grocers' - ditto - - -	100	-	-	- -	Stokes, carpenter, his balance -	173	12	10
- 13	Mercers' - ditto - - -	105	-	-	- -	George Hegarty, builder - - -	60	-	-
Dec. 8	Grocers' - ditto - - -	100	-	-	- -	Stamp receipts and postage - -	1	12	6
- 20	Skinners' - ditto - - -	100	-	-	- -	Londonderry Journal advertising account - - - - - -	1	2	-
- -	Irish Society's ditto, 120 *l.* Irish -	110	15	4	- -	2 books for accounts and minutes -	-	10	-
- -	Bishop's - ditto, 100 *l.* Irish -	92	6	2	- -	2 masters, balance of salary from 23 Nov. to this date - - -	14	16	10
					- -	1 year's insurance to Christmas 1826	15	15	-
					- -	126 *l.* 15 *s.* 7 *d.* of 3½ per cent. stock purchased - - - - -	120	11	2
					- -	To balance in favour of school - -	670	8	11
	£.	1,626	7	8		£.	1,626	7	8
1827:					1827:	By cash paid—			
Jan. 1	To balance - - - - - -	670	8	11	Dec. 31	head-master, 1½ year's salary - -	138	9	3
- -	Mercers' subscription - - -	105	-	-	- -	2 masters, 1 year's salary - -	138	9	4
- 12	Barbers' - ditto - - -	5	-	-	- -	first classical assistant, ditto - -	73	17	-
- -	Brewers' - ditto - - -	9	-	-	- -	second - ditto - ditto - -	46	3	-
- -	Pewterers' ditto - - -	5	-	-	- -	English master, ditto - - -	63	-	-
Mar. 25	Irish Society's ditto, half-year -	55	7	8	- -	clerk, ditto - - - - -	46	3	-
Sept. 29	Ditto - ditto - - -	55	7	8	- -	Mr. Foy, painting and glazing - -	24	-	-
- -	Bishop's - ditto, 1 year - -	92	6	2	- -	George Hegarty, building and repairs	71	-	-
- -	dividend on stock - - -	5	1	4	- -	postage and stamp receipts - -	1	17	-
					- -	F. Clark, pavior - - - -	3	3	3
					- -	for iron gates - - - - -	6	12	6
					- -	1 year's ground-rent 1826 - -	15	13	10
					- -	insurance to Christmas 1827 - -	15	15	-
					- -	To balance in favour of school - -	358	8	7
	£.	1,002	11	9		£.	1,002	11	9
1828:					1828:	By cash paid—			
Jan. 1	To balance - - - - - -	358	8	7	Dec. 31	head-master, 1½ year's salary - -	138	9	3
Mar. 25	Irish Society, half-year - -	55	7	8	- -	2 masters, 1 year's salary - -	138	9	4
					- -	first classical assistant, ditto - -	73	17	-
Sept. 29	Ditto - - ditto - - -	92	6	2	- -	second - ditto - ditto - -	46	3	-
					- -	English master, ditto - - -	63	-	-
- -	dividend on stock - - -	5	1	4	- -	clerk, ditto - - - - -	46	3	-
					- -	heirs of A. Beaty, ironmonger, account	19	1	4
- -	Irish Society, half-year - -	55	7	8	- -	postage - - - - - -	-	9	8
					- -	1 year's ground-rent - - -	15	13	10
					- -	insurance to Christmas 1828 - -	15	15	-
					- -	To balance in favour of school - -	9	10	-
	£.	556	11	5		£.	556	11	5

1829:	Dr.	£.	s.	d.	1829:	Cr. By cash paid—	£.	s.	d.
Jan. 1	To balance	9	10	–	Dec. 31	head-master, 1 year's salary	92	6	2
Mar. 25	IrishSociety's subscription,half-year	55	7	8	–	2 masters, ditto	138	9	4
April 8	Grocers' - ditto - 2 years	200	–	–	–	first classical assistant, ditto	73	17	–
Sept. 29	Irish Society's ditto - half-year	55	7	8	–	second classical assistant, ditto	46	3	–
– –	Bishop's - ditto - 1 year	92	6	2	–	English master, ditto	63	–	–
– –	dividend on stock	5	1	4	–	clerk, ditto	46	3	–
Oct. 20	Skinners' subscription, 3 years	300	–	–	–	2 years' rent of school, 1828 and 1829	31	7	8
– 27	Drapers' - ditto - 3 years	300	–	–	–	treasurer's expenses to London	20	–	–
– 29	Grocers' - ditto - 1 year	100	–	–	–	postage, per clerk	–	5	11
Dec. 27	Brewers' - ditto - 2 years	18	–	–	–	commission to Provincial Bank, London, received	4	11	9
					–	insurance to Christmas 1829	15	15	–
					–	To balance in favour of school	603	14	–
	£.	1,135	12	10		£.	1,135	12	10

1830:					1830:				
Jan. 1	To balance	603	14	–	Dec. 31	By cash paid— head-master, 1 year's salary	92	6	2
Feb. 18	Brewers' subscription, 1 year	9	–	–	–	2 masters, ditto	138	9	4
– –	Barbers' - ditto - 3 years	15	–	–	–	first classical assistant, ditto	73	17	–
– –	Pewterers' ditto - ditto	15	–	–	–	second - ditto - ditto	46	3	–
Mar. 25	Irish Society's ditto - half-year	55	7	8	–	English master, ditto	63	–	–
June 19	Brewers' - ditto - 1 year	9	–	–	–	clerk, ditto	46	3	–
– –	Barbers' - ditto - ditto	5	–	–	–	1 year's ground-rent, 1830	15	13	10
– –	Grocers' - ditto - ditto	100	–	–	–	commission	1	16	–
– –	Mercers' - ditto - ditto	105	–	–	–	insurance to Christmas 1830	15	15	–
– –	Drapers' - ditto - ditto	100	–	–	–	To balance in favour of school	676	13	6
– –	cash from executors of the late bishop, 1 year	92	6	2	–				
Sept. 29	Irish Society, half-year	55	7	8	–				
– –	dividend on stock	5	1	4	–				
	£.	1,169	16	10		£.	1,169	16	10

1831:					1831:				
Jan. 1	To balance	676	13	6	Dec. 31	By cash paid— head-master, 1 year's salary	92	6	2
Mar. 25	Irish Society, half-year	55	7	8	–	2 masters, ditto	138	9	4
May 6	Mercers' subscription, 1 year	105	–	–	–	first classical assistant, ditto	73	17	–
June 6	Grocers' - ditto - ditto	100	–	–	–	second - ditto - ditto	46	3	–
July 8	Barbers' - ditto - ditto	5	–	–	–	English master, ditto	63	–	–
Sept. 29	Irish Society's ditto - half-year	55	7	8	–	clerk, ditto	46	3	–
– –	dividend on stock	5	1	4	–	1 year's ground-rent, 1831	15	13	10
					–	Samuel Hamilton, blind boy, educated at school	10	–	–
					–	postages and stamp receipts	–	16	–
					–	commission	1	1	–
					–	insurance to Christmas 1831	15	15	–
					–	To balance in favour of school	499	5	10
	£.	1,002	10	2		£.	1,002	10	2

1832:					1832:				
Jan. 1	To balance	499	5	10	Dec. 31	By cash paid— head-master, 1 year's salary	92	6	2
– 24	Drapers' subscription, 1 year	100	–	–	–	2 masters, ditto	138	9	4
Mar. 9	Pewterers' ditto - 2 years	10	–	–	–	first classical assistant, ditto	73	16	8
– 25	Irish Society's ditto half-year	55	7	8	–	second - ditto - ditto	46	3	–
Sept. 29	Ditto - - ditto - ditto	55	7	8	–	English master, ditto	63	–	–
– –	dividend on stock	5	1	4	–	clerk, ditto	46	3	–
					–	1 year's ground-rent	15	13	10
					–	commission	–	11	–
					–	insurance to Christmas	15	15	–
					–	To balance in favour of school	233	4	6
	£.	725	2	6		£.	725	2	6

1833:					1833:				
Jan. 1	To balance	233	4	6	Dec. 31	By cash paid— head-master, 1 year's salary	92	6	2
– 23	Drapers' subscription	100	–	–	–	second master, ditto	138	9	4
Feb. 1	Mercers' - ditto - 2 years	210	–	–	–	first classical assistant, ditto	73	16	8
Mar. 25	Irish Society's ditto - half-year	55	7	8	–	second - ditto - ditto	46	3	–
May 20	Mercers' - ditto - ditto	52	10	–	–	English master, ditto	63	–	–
Sept. 29	Irish Society's ditto - ditto	55	7	8	–	clerk, ditto	46	3	–
Dec. 18	cash on account from bishop	120	18	5	–	1 year's ground-rent, 1833	15	13	10
– –	dividend on stock	5	1	4	–	commission	2	7	9
					–	insurance to Christmas	15	15	–
					–	To balance in favour of school	338	14	10
	£.	832	9	7		£.	832	9	7

1834:	Dr.	£.	s.	d.	1834:	Cr.	£	s.	d.
Jan. 1	To balance - - - - - -	338	14	10	Dec. 31	By cash paid— head-master - - - - -	46	3	1
Mar. 25	Irish Society's subscription, half-year	55	7	8	– –	second master, 7 months, due 1 Aug.	80	15	5
April 3	Drapers' - ditto - 1 year -	100	–	–	– –	first classical assistant - - -	55	7	9
May 20	Barbers' - ditto - 3 years	15	–	–	– –	second - ditto - - - -	34	12	3
June 26	Bishop, for balance of 2 ½ years -	109	17	–	– –	English master - - - -	47	5	–
Sept. 29	Irish Society, half-year -	55	7	8	– –	head-master, half-year - - -	46	3	1
					– –	Ditto - to pay assistants - -	12	10	–
					– –	Mr. Purdue, second master, from 15 Nov. to 1 Dec. - - -	12	10	–
					– –	Mr. Kilnan - ditto - ditto -	12	10	–
					– –	Mr. Singer, English master, from 15 Nov. to 1 Dec. - - -	8	2	6
					– –	clerk, salary - - - - -	46	3	–
					– –	1 year's ground-rent - - -	15	13	10
					– –	furnishing apartments for 2d master	27	4	10
					– –	advertising for masters - - -	7	10	–
					– –	printing school reports - - -	–	15	–
					– –	late head-master, valuation of fixtures	14	–	–
					– –	postage - - - - - -	–	8	9
	£.	674	7	2	– –	To balance in favour of school - -	206	12	8
						£.	674	7	2

LONDONDERRY SCHOOL EXHIBITION CASH ACCOUNT, from 1824 to 1835.

1824:	Dr.	£.	s.	d.	1825:	Cr.	£.	s.	d.
Dec. 31	To balance in favour of school, Irish -	102	15	–½	Aug. 10	By cash paid for stock (*see* Stock Account)	102	15	–½
1825:					1826:				
April 10	To 6 months' interest on 676*l.* 14*s.* 8*d.* stock - - - - - -	13	10	8	Feb. 11	By cash paid for stock (*see* Stock Account)	29	–	3
Oct. 10	Ditto - - ditto on 774*l.* 2*s.* 2*d.*	15	9	7					
	£.	29	–	3		£.	29	–	3
1826:									
April 5	To 6 months' interest on 741*l.* 13*s.* 3*d.* British - - - - -	14	16	8	May 24	By cash paid for stock - - -	14	15	6
Oct. 17	Ditto - - ditto on 757*l.* 8*s.* 5*d.*	15	3	–	July 27	Ditto - ditto - - - - -	60	13	1
1827:									
April 7	Ditto - - ditto - - ditto -	15	3	–					
Oct. 7	Ditto - - ditto - - ditto -	15	3	–					
1828:									
April 7	Ditto - - ditto - - ditto -	15	2	11					
	£.	75	8	7		£.	75	8	7
1828:					1830:	By cash paid—			
Oct. 17	To 6 months' interest on 816*l.* 8*s.* 5*d.*	16	6	7	Mar. 4	Mr. Thomas Babington, one quarter year, due Oct. 1829 - - -	12	10	–
1829:					April 21	Ditto - ditto - due April 1830	12	10	–
April 7	Ditto - - ditto - - ditto -	16	6	7	Oct. 16	Ditto - ditto - due Oct. –	12	10	–
Oct. 12	Ditto - - ditto - - ditto -	16	6	7					
1830:					1831:				
April 6	Ditto - - ditto - - ditto -	16	6	7	April 11	Ditto - ditto - due April 1831	12	10	–
Oct. 12	Ditto - - ditto - - ditto -	16	6	7	Oct. 25	Ditto - ditto - due Oct. –	12	10	–
1831:					1832:				
April 8	Ditto - - ditto - - reduced to	14	5	9	April 9	Ditto - ditto - due April 1832	12	10	–
Oct. 8	Ditto - - ditto - - ditto -	14	5	9	Nov. 30	Ditto - ditto - due Oct. –	12	10	–
1832:					1833:				
April 9	Ditto - - ditto - - ditto -	14	5	9	April 12	Ditto - ditto - due April 1833	12	10	–
Oct. 12	Ditto - - ditto - - ditto -	14	5	9	1834:				
1833:					Feb. 17	Mr. Samuel Hamilton, on account -	17	–	–
April 12	Ditto - - ditto - - ditto -	14	5	9	Aug. 23	postage - - - - - -	–	2	–
Oct. 11	Ditto - - ditto - - ditto -	14	5	9	1835:				
1834:					Feb. 16	Mr. Samuel Hamilton, on account -	16	3	10
April 8	Ditto - - ditto - - ditto -	14	5	9	– –	To balance in favour of school - -	62	13	1
Oct. 15	Ditto - - ditto - - ditto -	14	5	9					
	£.	195	18	11		£.	195	18	11

No. 1.
Proceedings of Irish Society, London.

(C.)—REPORT of *Londonderry* Free School.

It is needless to enter into a disquisition on the usefulness of a public classical school at Londonderry; every tongue is now busy on the subject of education, and no man is weak enough not to see the advantage it is to the respectable tenantry of the county of Derry, to have that education which is desirable for their children, obtained in their own neighbourhood. It is necessary, however, to bring to the view of the companies, how important it is to their interests to encourage a resident gentry to settle on their estates, which is best effected by procuring education in their own county, by which the parties become intimate from their earliest years, instead of forming those friendships at distant academies, which wean them from their native counties and cause non-residence. Hence it is that the school of Derry has a strong claim on the Irish Society and 12 companies, who are the owners of the entire county; and these are the true motives which induced the Irish Society to establish that school shortly after the commencement of the colonization of the county; and these considerations should more particularly call forward the attention of such of the companies as have already got the estates into their own hands, or are likely to come into possession of them shortly. The original building was on a scale equal to the population, and a stipend was allowed to the head-master by the society of 40 *l.*, Irish, per annum, which has ever since been paid; in consideration of which, he was to educate 14 free scholars, sons of the humbler class of tenantry. The school had long been justly esteemed as among the most respectable, and many young gentlemen of family, and those who have filled high stations in life, have been educated at it. The building, however, was naturally too small for the increased number of scholars, and from length of time had fallen greatly to decay; it therefore became desirable to have exertions made for procuring more ample and suitable accommodations.

The late bishop of Derry felt this necessity, and took on himself the task. He applied personally to the society and companies, to the founders of the institution, and owners and managers of the city, to the corporation, and the grand jury, from all of whom he received liberal encouragement, and he subscribed largely himself; in short, the promised funds, both for the building and future support of the institution, were such as to induce him to remove the school from the confined situation in which it stood, and place it outside the town, and build it on a scale proportionate to these funds.

It appears from the statement hereunto annexed, that the income originally promised to the school amounted to the annual sum of 876*l.* 3*s.* 5*d.*, and there was no reason to anticipate that a diminution to any extent was likely to take place. The building fund, flowing from the sources already adverted to, was 5,255 *l.*, a sum inadequate to the purpose; the annual subscriptions were therefore used for that purpose until the school opened on its present site.

To enable the plan to be properly carried on, and to dispose of the old site and building, and take ground for a new one, and arrange the future establishment, it was deemed right to have an Act of Parliament, which was accordingly obtained, and the bishop and dean and chapter were appointed the trustees; they accordingly disposed of the old school and erected a new one on a scale capable of accommodating 80 boarders, and the rooms for education are fitted to accommodate more than twice that number. The establishment of masters, &c. proposed, was consonant to the extent of the accommodation and the amount of their annual fund; leaving a portion thereof annually, which might be applied to casualties, or answer a purpose which they have lately felt to be extremely necessary, namely, a superannuation fund. In addition to the advantages thus obtained from their natural guardians, a grant was made by the corporation of the city of London of 500 *l.*, which, with some additions from the accumulation of interest, has been vested in the public funds, and the amount is now in 3 ½ per cent. 816 *l.* 8*s.* 5*d.*, yielding an income of 28 *l.* 11 *s.* 6*d.*, which is applied as an exhibition, or small annuity for the maintenance of the most distinguished young men who enter Trinity College, Dublin, during the period of their education there, and who may stand in need of such assistance. It has been already stated, that the building considerably exceeded the amount of the fund applicable to it; this fund was therefore borrowed during the progress of the building, in addition to the annual income; notwithstanding which, there was due to the artificers (when the school was removed in 1814), a sum upwards of 1,600 *l.*, and to the bishop, who acted as treasurer, and supplied what money was required, upwards of 1,760 *l.*; all this money has been since discharged; and when the society in 1824 called for a statement of the accounts, there was a balance of cash in hands, amount 901 *l.* 6*s.*, notwithstanding some of the subscribers had withdrawn in the intermediate period.

From 1824 till the present day, the balance in hands has been decreasing, and it is now reduced to 206*l.* 12 *s.* 8 *d.*, besides a small sum of 126*l.* 15*s.* 7 *d.* new 3 ½ per cent. stock, which yields an annual interest of 4*l.* 18*s.* 8*d.*; and this evil is likely to increase, as will appear by the annexed statements of their former and present income, and of their funds and expenditure.

The gentleman who presided over the old school and was removed to the new one (the Rev. Mr. Knox), was a clergyman of most exemplary character and universally respected, and in every way qualified for the situation; but a period of nearly 40 years will wear out the

539

No. 1.
Proceedings of Irish Society, London.

the strongest constitution, and as the debility of old age increased on this venerable gentleman, the number of boarders decreased, till at length the school was entirely reduced to day scholars. The trustees felt the insufficiency of Mr. Knox, but as every care was taken to maintain the instruction of the day scholars, and the number of free scholars, which had been increased to 20 by them, had been further augmented to 30 by Mr. Knox, and were carefully instructed, they could not feel themselves justifiable in depriving a respectable gentleman, grown old in the service, of a situation he had so long filled with the highest credit to himself, and consign him and his family to distress, there being no fund existing out of which they could give him a maintenance. The present bishop had the same feelings as actuated the former one, and governed the minds of the other trustees; he therefore determined, on the first opportunity, to make a provision either for Mr. Knox or his son (who is also in the church), which would be a support to them; and an arrangement has in the mean time been made with a very competent person, the Rev. Mr. Smyth, who has commenced the management of the school; and the trustees are actively engaged in restoring the establishment to order and vigour.* They have already got 12 boarders, and have every assurance that this number will be nearly doubled at the opening of the school after the Christmas vacation.

In their progress they have met with some difficulties, but they trust by perseverance, and the assistance of those who, from their property in the county, are most interested in the prosperity of the institution, they will overcome them, and perhaps turn some of them to advantage.

First, the ushers have all left the school on the change of the master. The trustees have no wish to say anything to disparage those gentlemen, whom they consider as respectable, both for character and professional knowledge. However, though their quitting the establishment suddenly has created a temporary embarrassment, it will probably be in the end rather advantageous to it.

The trustees are now exerting themselves by advertisements in the public papers of both countries, and by private application, to procure men most unexceptionable in point of religion, acquirements and manners, all of which are so necessary in training youth to piety, to knowledge and future good conduct; and they think it more than probable that this new selection of men, who have not been accustomed, as the former ushers were, to a dominion within the school, which might be embarrassing to the new master, will be a fortunate circumstance in the general school discipline.

The other more material point, which is rather a prospective one, is the state of the funds for maintaining the establishment. The annexed accounts will show that there is a balance in hand, yet, from the present state of the annual funds, owing to the discontinuance of subscriptions, the expenditure in a small degree exceeds the income; and should this evil increase it will soon exhaust the amount in hand, and compel a reduction in the establishment that would be ruinous to the institution. With a view to prevent such occurrence, the trustees have determined to publish an annual report of the state of the school, descriptive of its progress in all its bearings; and to send a copy to all the companies, whether subscribers or not, convinced that such publication will be the strongest stimulus to exertion in those concerned in the management of the institution, and the most likely to restore to them the co-operation of those who formerly assisted it with their countenance and subscriptions.

The trustees refer to the annexed statements, to show the former and present state of the funds, together with the income and establishment as it was in the last year. The first report will be made January 1836. They do not think it likely there will be any reduction in the expenditure, but probably the contrary; as their inclinations would lead them, as far as prudence would admit, to go every length in procuring from the scholars the most extensive course of instruction. And some alterations will be necessary in the house, flowing from new regulations.

The original funds at the time of erecting the school-house and forming the establishment, were—

Subscriptions to the Building Fund.	£.	s.	d.
The Hon. William Knox, Lord Bishop of Derry.	1,000	–	–
The worshipful Mercers' Company -	105	–	–
The worshipful Goldsmiths' Company -	200	–	–
The worshipful Salters' Company -	200	–	–
The worshipful Clothworkers' Company	50	–	–
Mr. James Alexander - - -	100	–	–
Mr. Harvey - - - - -	200	–	–
Sale of old school - - - -	1,400	–	–
Grand jury presentment, A.D. 1811 -	1,000	–	–
Ditto - - - ditto - - 1815 -	1,000	–	–
£.	5,255	–	–

The present Annual Funds are—	£.	s.	d.
Bishop - - - - - - -	92	6	2
Worshipful Companies, London, Mercers.	105	–	–
Ditto - - ditto - Barbers -	5	–	–
Ditto - - ditto - Grocers -	100	–	–
Ditto - - ditto - Drapers -	100	–	–
Ditto - - ditto - Pewterers -	5	–	–
Irish Society - - - - -	110	15	4
£.	518	1	6

(*continued*)

* Since the period this Report has been prepared, the boarders have increased to 22, and the bishop has presented Mr. Knox, jun. to a living.

No. 1.
Proceedings of Irish Society, London.

Annual Subscriptions for Maintenance of the Establishment.	£.	s.	d.
The bishop, per annum, 100 *l.* Irish -	92	6	2
The corporation, discontinued in 1816, 80 *l.* Irish.	73	16	11
Fishmonger's Company, discontinued in 1816.	100	–	–
Ironmongers' Company, discontinued in 1823.	60	9	–
Carpenters' Company - - -	5	5	–
Mercers' Company - - - -	105	–	–
Barbers' Company - - - -	5	–	–
Grocers' Company - - - -	100	–	–
Drapers' Company - - - -	100	–	–
Skinners' Company, discontinued in 1829.	100	–	–
Cooks' Company, discontinued in 1820	10	–	–
Brewers' Company, discontinued in 1830	9	–	–
Pewterers' Company - - - -	5	–	–
Irish Society, 120 *l.* Irish - - -	110	15	4
TOTAL - - - £.	876	3	5

N. B.—This is exclusive of the annual stipend of 40 *l.* beforementioned, which does not go to the general funds of the school, but is paid to the head-master individually on his own receipt.

The expense of the Establishment is—	£.	s.	d.
Head-master, for educating 20 free scholars, the number settled by the rules, and supplying them with stationery, 100 *l.* Irish.	92	6	2
Second master - - - -	138	9	4
First classical master - - -	73	17	–
First classical assistant - - -	63	–	–
Second - ditto - - - -	46	3	–
Clerk - - - - - - -	46	3	–
£.	459	18	6
Rent - - - - - - -	15	3	10
Insurance - - - - -	17	10	–
Casual repairs, painting, whitewashing, &c. on an average of nine years, from 1825 to 1832, inclusive - -	41	–	–
Expenditure - - - - -	533	12	4
Funds, as above stated - - -	518	1	6
Expenditure over the income - -	15	10	10
The balance of cash now in hand is -	206	12	8
The trustees, some years since, resolved that when the balance in the treasurer's hands exceeded 500 *l.*, the excess should be vested in the funds: the amount of the stock on that account is in new 3 ½ per cents.	126	15	7

LONDONDERRY SCHOOL EXHIBITION STOCK ACCOUNT.

	Dr.	£.	s.	d.
1822:				
October 10	To new 4 per cents., credited this day, Irish - - - - - - - - -	676	14	8
1825:				
August 10	Investment of 102 *l.* 15 *s.* balance of Exhibition Cash Account to the 10th of October 1824.	97	7	6
	Irish - - - £.	774	2	2
1826:				
January - 1	Amount, 774 *l.* 2 *s.* 2 *d.* Irish currency in British - - - - - - -	714	11	3
February 11	Investment of 26 *l.* 15 *s.* 6 *d.* in new 4 per cents. - - - - - -	27	2	–
May - 24	Ditto - 14 *l.* 15 *s.* 8 *d.* - - ditto - - - - - - -	15	15	2
1828:				
July - 27	Investment of 60 *l.* 13 *s.* 1 *d.* new 4 per cents. (balance of Exhibition Casn Account, April 1828.)	59	–	–
	Sterling - - - £.	816	8	5

N. B.—This sum remains the same to the present date, the interest having been appropriated to pay Exhibition. *See* Cash Account.

Londonderry, May 1835.

Appendix, No. 2.

BULAR DIGEST of Charitable Funds designed for Education in *Ireland*, arranged according to the respective Counties, as referred to in the Evidence of *John D'Alton*, Esq., Barrister-at-law, and compiled from his Manuscripts on Irish Statistics.

The funds stated in the annexed Tables are of course exclusive (except in the cases therein specified of indistinguishable general charities) of all funds gned for the relief of the poor, of all revenues of the various infirmaries and hospitals for the sick, the maimed, the blind and the lunatic poor, and those of several asylums, dispensaries and penitentiaries throughout the country, for a digest of which my manuscripts on Irish Statistics afford similar materials. present Tables also exclude the revenues of foundling hospitals, the unascertained or indefinite endowments alluded to at the close of each county Table, all casual and fluctuating funds derived from Parliamentary grants, county grants, the Association for discountenancing Vice, the London Hibernian iety, the Kildare-place Society, the Sunday School Society, the Irish societies, all private or voluntary subscriptions, the produce of charity sermons, &c. ther have the funds that it was intended should be applied for the maintenance of diocesan schools been taken into account, where the same have not been blished, nor the similar deficiencies towards parochial education, where schools have not been supported by the incumbents, although so peremptorily oined by the Irish statute of Henry the Eighth. The grants from the National Board of Education are also unnoted throughout the annexed Tables; but better guidance in the inquiry, they are classified by counties on the last page.

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF ANTRIM:						
Charter Schools:	£. s. d.	A. R. P.				
lycastle - -	- - -	20 0 0	Female Protestant school	Hugh Boyd - -	- - Reports of charter schools.	Founded about 1737.
Ditto - -	1 - -	- -	- - ditto - - -	Mrs. Rose Boyd -	- - id.	
mwillin - -	- - -	20 0 0	Protestant school -	Hugh Boyd - -	- - id. - -	Founded about 1737.
ndalstown - -	- - -	20 0 0	- - ditto - - -	Charles O'Neill -	- - id.	
Schools on Erasmus Smith's Foundation:						
trim - - -	57 - -	- -	- - ditto - - -	- - - - -	- - -	- - As this is the first notice of the schools of Erasmus Smith, it is necessary to mention that the sums stated in this digest as allocated to particular places, are wholly exclusive of what the trustees of that fund term gratuitous allowances. The rental of the property in their discretionary disposal is 7,584*l.* 16*s.* per annum. The lands comprise 7,593 acres. The total number of pupils on this charity was reported in 1833 as 10,990.
lymoney - -	30 - -	- -	- - ditto.			
ly - - -	30 - -	- -	- - ditto.			
shmills - -	20 - -	- -	- - ditto.			
ligacogan - -	34 - -	- -	- - ditto.			
rtglenone - -	32 - -	- -	- - ditto.			
mplepatrick -	34 - -	- -	- - ditto.			
Education Generally:						
trim - - -	10 - -	- -	Parish school - -	Lord Massareene -	Will in 1695 -	- - This bequest was charged upon the tithes of Muckamore.
itto - - -	12 - -	- -	Poor school - - -	Thomas Thompson	Will in 1799 -	- - He bequeathed 200*l.* for this object.
llinderry - -	60 - -	- -	School - - - -	Rev. J. Henderson	- - -	- - He left 1,000*l.* for its use.
itto - - -	20 - -	- -	ditto - - - -	Lord Hertford -	- - Reports of Charter Schools.	- - He appears to have also assigned some land for this charity.
llintry - -	15 - -	- -	- - School for parishioners of all religious denominations.	Mrs. Jane Stewart	Will in 1760 -	- - The schoolmaster, she directed, should be chosen by the parishioners in vestry. This bequest has been in force since 1776.
lfast - - -	47 6 7	- -	- - Lancasterian school for the poor of the town.	Mr. John Pack -	Will - -	- - This legacy was charged upon a chattel interest that will expire in 1865.
itto - - -	40 - -	- -	School - - - -	Lord Donegal -	- - Report on Schools in 1788.	
Ditto - - -	6 - -	- -	School in Browne-square -	Anne Browne -	Will, 23 May 1815	- - She left 100*l.* for this purpose.
rrickfergus - -	42 - -	- -	- - ditto - - -	Ezekiel D. Wilson	Will in 1821.	
rryaghy - -	3 6 8	- -	Schools - - - -	- - - -	Will - -	- - This charity is in force.
llally - - -	18 - -	- -	ditto - - - -	John Dunne -	Will in 1824.	
rkonriola - -	34 2 6	- -	Poor school - - -	John Guay - -	Will, 29 Mar. 1813	- - He also left contingent residuary interests to this charity.
sburn - - -	60 - -	- -	Ulster Quaker school -	John Handcock -	Will in 1764 -	- - The Reports on Education state circumstances connected with this charity which induce me to believe its funds are now considerably increased.
Ditto - - -	6 - -	- -	Provincial school - -	Ruth Inman -	Will in 1814.	
Ditto - - -	6 - -	- -	- - ditto - - -	Margery Verner -	Will in 1834.	
moan - -	4 10 -	- -	School - - -	- - - -	- - -	- - The interest of a bequest in force.
ckmacrevan -	10 - -	- -	ditto - - - -	- - - -	- - -	- - Same observation.
rochial clerical allowances for schools and endowments in pursuance of the stat. 28 Hen. 8, c. 15, as reported in 1835, about -	86 - -	- -	Parish schools - -	- - - - -	- - -	- - From the tenor of the statute requiring these endowments, they can scarcely be classed as purely voluntary, though not contributed in many parishes.
OTAL - - - £.	718 5 9	60 0 0	- - Exclusive of all funds (if any of this nature) attached to the Belfast Institution, and of some revenues at present unascertained, but referring to the localities of Antrim, Belfast, Lisburn, Mr. Legge's and Lord Donegal's bequests to Malone, &c.			

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF ARMAGH:						
SCHOOL OF ROYAL FOUNDATION:	£. s. d.	A. R. P.				
Armagh - -	1,402 11 1	- - -	School - - - -	- - - -	- - -	- - The lands of this school are situate in this county, and comprise 1,6[illegible] English acres.
CHARTER SCHOOLS:						
Creggan - -	- - -	32 0 0	Protestant school - -	- - - -	- - Reports of Charter Schools.	- - These lands were subjected to small acreable rent.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Camlough - -	20 - -	- -	- - ditto.	—	—	—
Kilmore - -	20 - -	- -	- - ditto.	—	—	—
Loughgall - -	20 - -	- -	- - ditto.	—	—	—
Loughgelly - -	30 - -	- -	- - ditto.	—	—	—
Mullavilly - -	34 - -	- -	- - ditto.	—	—	—
Shankhill - -	34 - -	- -	- - ditto.	—	—	—
Tyman - - -	20 - -	- -	- - ditto.	—	—	—
EDUCATION GENERALLY:						
Armagh - -	267 - -	- -	Schools - - - -	Mrs. Drelincourt -	- - -	- - Founded in 1732.
Ditto - - -	- - -	20 0 0	ditto - - - -	- - Corporation of Armagh.	—	—
Ditto - - -	100 - -	- -	Protestant school - -	Primate Stewart -	- - Second Report of Commissioners of Public Instruction, 1835.	- - In full force.
Ditto - - -	75 - -	- -	- - Cathedral school for boys of the choir.	The Primate -	- - id. - -	- - Ditto.
Forkhill - -	375 - -	- -	- - Five Protestant poor schools in the parish.	Richard Jackson -	Will in 1787 -	- - He devised estates in the counties of Cavan and Armagh for this purpose.
Loughall - -	- - -	2 0 0	English school - -	- - - -	- - Reports on Education in 1809.	—
Lurgan - - -	- - -	2 0 0	- ditto - - - -	- - - -	- - id.	—
Ditto - - -	3 - -	- -	- - Free schools for children of all denominations -	Thomas Haughton -	Will, 6 June 1816	- - He left 50 *l.* to be put out at interest for this purpose.
Mullabrack - -	40 - -	- -	Male and female schools -	Rev. H. M'Craight	Will - -	- - In full force.
Parochial clerical endowments in pursuance of the stat. 28 Hen. 8, c. 15, as reported in 1835.	70 4 -	- -	Parish schools - -	- - - -	- - - -	- - Same observation as at "COUNTY ANTRIM."
TOTAL - - - £.	2,510 15 1	56 0 0	- - Exclusive of some revenues at present unascertained, but attaching to the locality of Newtown Hamilton.			
COUNTY OF CARLOW:						
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Aghold - -	30 - -	- -	Protestant school.	—	—	—
EDUCATION GENERALLY:						
Rathvilly - - -	224 - -	- -	School - - - -	Benjamin D'Israeli	Will in 1814 -	- - He bequeathed 3,734 *l.* 10 *s.* for this purpose. The interest is stated at 6 *l.* per cent. The endowment is in operation.
County of Carlow generally.	4 4 -	- -	ditto - - - -	Mrs. Dawson -	Will.	—
Parochial clerical endowments as before.	46 - -	- -	Parish schools - -	- - - -	- - -	- - Same observation as at "COUNTY ANTRIM."
TOTAL - - - £.	304 4 -	—				
COUNTY OF CAVAN:						
SCHOOL OF ROYAL FOUNDATION:						
Cavan - - -	900 - -	- -	Free school - - -	- - - -	- - -	- - The rental is so stated in the Reports on Education in 1809. Its lands comprise 570 acres, 2 roods, and 17 perches near the town of Cavan.
EDUCATION GENERALLY:						
County Cavan generally.	50 - -	- -	- - School for poor of the surname of Brady.	Patrick Brady - -	Will - -	- - This bequest was to enure for 60 years, but I cannot precisely state the date of the will. It is now in operation.
Tullavin - -	312 - -	- -	School - - - -	William Moore -	Will - -	- - He left 5,200 *l.* for this object. The interest is here calculated at 6 *l.* per cent. The amount has been all recovered, yet the Report of the Commissioners of Public Instruction in 1835 seems to suggest that but 50 *l.* late Irish currency is appropriated to this school.
TOTAL - - - £.	1,262 - -	—				
COUNTY OF CLARE:						
DIOCESAN SCHOOL:						
Killaloe - -	40 - -	- -	- - - - -	- - The Bishop of Killaloe.	- - Reports on Education in 1809.	- - This class of schools, being also enjoined by statute 12 Eliz. can scarcely be considered of voluntary endowment, although certainly not maintained in many dioceses.

LOCALITIES.	Annual INCOME. £. s. d.	Acreable Possessions. A. R. P.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF CLARE—*continued.*						
CHARTER SCHOOLS:						
Ballykettle		21 0 0	- - School for Protestant instruction.	Anthony Hickman	- - Reports of Charter Schools.	- - These lands were subjected by the donor to a small acreable rent.
Kildysart		2 0 0	- - - ditto	John Scott	- - id.	——
Tarbert		32 0 0	- - - ditto	Bishop Leslie	- - id.	- - These lands were subjected to the acreable rent of 4 *s.* 6 *d.*
SCHOOL ON ERASMUS SMITH'S FOUNDATION:						
Kilrush	30 - -	- -	- - - ditto.	—	—	——
EDUCATION GENERALLY:						
Drumoland	60 - -	0 2 0	School	Lady O'Brien	- - Reports on Education in 1809, &c., p. 315.	- - This may have been intended as voluntary in its duration, but in the Report referred to it is stated as an endowment in operation.
Kilnesollagh	18 - -	- -	Poor school	Sir Donat O'Brien	- - Report on Charity Schools. Lodge's Peerage, (2d edit.) vol. 2, p. 43.	——
Kilrush		1 0 0	English school		- - Reports on Education in 1809, &c., p. 241.	——
Parochial Clerical Endowments, as before.	9 - -	- -	Parish schools			- - Same observation as at "COUNTY ANTRIM."
TOTAL £.	157 - -	56 2 0	- - Exclusive of some revenues, at present unascertained, which seem to attach to the locality of Ennis.			
COUNTY OF CORK:						
CHARTER SCHOOLS:						
Castlemartyr		22 0 0	Protestant school	Earl of Shannon	- - Reports of Charter Schools.	- - This endowment was of English measure, and took effect in 1718.
Cottersborough		21 0 0	- - ditto	James Cotter	- - id.	- - These lands were subjected to a small rent.
Dunmanway	20 - -	20 0 0	- - ditto	Sir Richard Cox	- - id.	- - - - - ditto.
Iniscarra		2 0 0	- - ditto	- - Sir John Conway Colthurst.	- - id.	——
Inishannon		42 0 0	- - ditto	Mr. Adderley	- - id.	- - - - - ditto.
Kinsale	10 - -	- -	- - ditto	- - Corporation of Kinsale.	- - id.	——
Ditto		1 3 0	- - ditto	- - Hon. Edward Southwell.	- - id.	——
Newmarket	18 - -	30 0 0	- - ditto	- - - - -	- - id.	- - The annuity, as far as I can at present trace, was bequeathed by Sir Donat O'Brien, to support 24 charity boys; and about the year 1750, was allocated to this charter establishment by his grandson and heir.
Cork	989 18 5	- -	- - ditto	John Rogerson	- - Reports on Education in 1809, &c., pp. 33, &c.	- - He bequeathed, in 1785, lands in the counties of Cork and Dublin, the yearly rental of which was, in 1809, 1,770 *l.*, which was divided between the said respective counties; the sum stated being given to Cork, and the residue to Dublin.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Castlemayner	34 - -	- -	- - ditto.	—	—	——
Inishannon	30 - -	- -	- - ditto.	—	—	——
Kilbrogan	60 - -	- -	- - ditto.	—	—	——
Kilmeen	20 - -	- -	- - ditto.	—	—	——
EDUCATION GENERALLY:						
Aghada	18 9 2	- -	School	Rev. John Roche	Will	In full operation.
Aghada	30 - -	- -	Day school	Colonel Fitzgerald	ditto	- - ditto.
Bandon	20 - -	- -	School for sons of freemen	Duke of Devonshire	- - Reports on Education, 1809, &c., p. 285, &c.	- - The Duke, I am informed, gives double this amount to the school yearly; but the 20 *l.* was an endowment in pursuance of the wish of the Earl of Cork, expressed in 1610.
Burton	42 - -	- -	Charity school	Earl of Egmont	- - -	- - Endowed in 1713.
Buttevant	20 - -	0 2 0	Free school	Lady Lanesborough	- - -	- - Endowed in 1698.
Castledodd	20 - -	- -	Ditto	Henry Harrison	Will in 1768.	——
Castletown-Roche	6 - -	- -	Roman-catholic poor school	John Haman	Will, 21 Apr. 1813	- - He left 100 *l.* to be put out at interest for this purpose.
Charleville	10 - -	15 0 0	Classical school	Earl of Cork	- Reports on Education, 1809, &c.	- - Founded in 1661.
Cloyne	190 8 -	- -	- - Clothing and educating poor boys.	Bishop Crowe	Will, 17 Mar. 1719	- - He left for this purpose lands, which, in 1788, produced the rental here stated, and which, it may be presumed, should produce more now.
Cove	30 -	-	Roman-catholic poor school	Mr. William Lynch	Will, 28 Dec. 1829	- - This bequest payable during an existing leasehold term.

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF CORK—*continued.*						
CORK CITY:	£. s. d.	A. R. P.				
St. Stephens's Blue-Coat Hospital.	800 – –	– – –	Protestant school – –	Dr. Edward Worth, bishop of Killaloe.	– – Will in 1699, and Reports of Commissioners of Municipal Corporations.	– – According to the Report of 1824, the rental of the lands bequeathed to the Corporation of Cork for this purpose ought to be nearly 5,000 *l.* per annum. The charity is in operation, but not to the extent of even the sum here stated.
Green-Coat Hospital	64 8 –	– – –	– – ditto – – –	– – – –	– – Report on Schools in 1788.	– – Such was the income then stated.
Deane's School –	216 – –	– – –	School – – – –	Thomas Deane –	Will, 1734 –	– – This bequest has been litigated. The income is stated as valued in 1788.
Cork – – –	12 – –	– – –	A school – – –	St. Leger Aldworth	Will, about 1824	– – He bequeathed 200 *l.* for this object.
Ditto – – –	180 – –	– – –	Roman-catholic poor schools	Thomas Rochfort –	– – Will, 18 May 1830.	– – He left 3,000 *l.* at interest for this charity.
Ditto – – –	323 – –	– – –	Schools – – – –	John Barry – –	– – Will, 17 July 1834.	– – He bequeathed 9,235 *l.*, in 3½ per cents., for these schools.
Ditto – – –	12 – –	– – –	Miss Nagle's schools –	Joseph Sullivan –	– – Will, 1 Nov. 1797.	– – His endowment was 200 *l.*, to be laid out at interest.
Ditto – – –	9 4 7	– – –	– – Charity school in St. Peter's parish.	Mrs. M. Sheerman	– – Report on Schools, 1788.	——
Ditto – – –	11 – –	– – –	– – – ditto – –	Archdeacon Pomeroy	– – Reports of Charity Schools.	– – He left 180 *l.* for this object.
Ditto – – –	258 – –	– – –	– – Ditto, in the parish of St. Mary Shandon.	– – Captain Roger Bertridge.	– – Reports of Commissioners on Municipal Corporations.	– – The lands on which this endowment was made chargeable were subsequently vested in the trustees of the Green-Coat Hospital.
Ditto – – –	245 – –	– – –	– – Ditto, in the parish of St. Nicholas.	Moses Deane –	Will, in 1726 –	– – This endowment is partly in operation. Mr. M. Deane left 6,900 *l.* for building these schools, and for their permanent endowment.
Ditto – – –	15 – –	– – –	– – Ditto, in Christ Church parish.	Mrs. Sheerman –	– – Report on Schools in 1788.	– – Her will is in operation.
Ditto – – –	80 – –	– – –	– – A Protestant school in St. Peter's parish.	Mrs. Elizabeth Smith	– – Will, 15 Jan. 1802.	——
Ditto – – –	15 15 –	– – –	– – Female free school in St. Paul's parish.	– – – –	– – –	– – The interest of 450 *l.* in 3½ per cents., so duly applied.
Ditto – – –	6 – –	– – –	– – Roman-catholic school in Peacock-lane.	Henry O'Regan –	– – Will, 22 Aug. 1834.	– – He left 100 *l.* principal money for this purpose.
Doneraile – –	20 – –	– – –	Charity school – –	Lord Doneraile –	– – Report of Charity Schools, 1730.	– – The present Lord allows, as I am informed, 87 *l.* per annum for this school; but only the 20 *l.* stated seems of ancient endowment.
Fermoy – – –	42 – –	– – –	School – – – –	Doctor Adair –	– – –	– – This endowment is in operation.
Kilquane – –	9 4 7	– – –	Roman-catholic day school	Rev. Mr. O'Keane	Will – –	– – In operation.
Kilmacabe – –	– – –	1 0 0	Parish school – – –	General O'Donovan	Will – –	– – Ditto.
Kilshanick – –	5 – –	2 0 0	Charity school – –	– – – – –	– – Reports of Charity Schools.	– – The land was set apart by the incumbent, and the annuity given by a private gentleman.
Kilworth – –	18 – –	– – –	Day school – – – –	– – – – –	– – –	– – This endowment is in full force.
Kinsale – – –	50 – –	– – –	Classical school – –	Lord de Clifford –	– – Reports on Education, 1809, &c.	– – This endowment was made in 1767.
Lismore – –	30 – –	– – –	– – ditto – – –	Earl of Cork – –	– – Report of Commissioners on Municipal Corporations.	——
Macloney – –	10 – –	– – –	Roman-catholic day school	– – – – –	– – –	– – This endowment is in operation.
Middleton – –	– – –	2000 0 0	Free school – – –	Countess of Orkney	– – Reports on Education, 1809, &c., pp. 283–4.	– – Founded in 1696.
Monanimy – –	18 – –	– – –	Day school – – –	Joseph Nagle –	– – –	– – This endowment is in force.
Rathcooney – –	9 4 7	– – –	Roman-catholic day school	Rev. Mr. O'Keane	Will – –	– – In operation.
Youghal – –	30 – –	– – –	School – – – –	Earl of Cork – –	– – Reports on Education, 1809, &c., p. 306.	– – Endowed about the year 1616.
Parochial Clerical Endowments, as before.	425 – –	– – –	Parish schools – –	– – – – –	– – –	– – Same observation as at "County Antrim."
Charities Generally:						
Cork – – –	65 – –	– – –	– – – – – –	Jane Murrough –	– – –	– – I cannot at present ascertain my authority for this bequest, nor state its respective objects.
Total – – £.	4,577 12 4	2147 1 0	– – Exclusive of the Foundling Hospital at Cork, which alone has an income of 6,500 *l.* per annum, and some other unascertained revenues attaching to the localities of Ballinspittle, Ballynamona, Cork, Mitchelstown and Rahan.			
COUNTY OF DONEGAL:						
School of Royal Foundation:						
Raphoe – – – –		5946 0 0	Free school – – –	– – – – –	– – –	– – This statement is on the authority of Mr. Wakefield, the admeasurement being English. Parliamentary Returns state the contents as but "1,437 acres arable, with large quantities of waste." For a long interval of years no instruction whatsoever was afforded in this over-endowed establishment, and in 1808 it was returned as having but eight boarders.

LOCALITIES.	ANNUAL Income.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF DONEGAL—*continued.*						
CHARTER SCHOOLS:	£. s. d.	A. R.P.				
Raith	24 – –	– –	Protestant school	Bishop Forster	– – Reports of Charter Schools.	– – He left 400 *l.* principal money for this purpose.
Ditto	– – –	22 0 0	– – ditto	John Leslie	– – –	– – These lands were subjected to a small acreable rent.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Stranorlor	30 – –	– –	– – ditto.	—	—	—
Templemore	34 – –	– –	– – ditto.	—	—	—
Tullyaughnish	20 – –	– –	– – ditto.	—	—	—
EDUCATION GENERALLY:						
aphoe Diocese	495 – –	– –	– – Schools in every parish of this see, without religious distinction, and for purchasing books of entertainment and instruction for their use.	Major Robertson	Will, 25 Dec. 1790.	– – He bequeathed 15 *l.* per annum for the school of every parish. The number of the parishes endowed is 33, but many others in the see remain unendowed.
Cloncagh	10 – –	– –	School	Lord Donegal	– – –	– – This bequest was paid up to 1809, but has been resisted latterly as having been a voluntary contribution.
Lifford	50 – –	– –	A grammar school	Sir Richard Hansard	– Report on Education, p. 286.	—
Templemore	1,882 – –	– –	– – School for boarding, clothing and educating.	John Gwynn	– – –	– – He bequeathed 41,757 *l.* for this purpose. The trustees of his will have been incorporated, and the charity is in operation.
Parochial Clerical Endowments as before.	56 – –	– –	Parish schools	– – – –	– – –	– – Same observation as at "COUNTY ANTRIM."
TOTAL £.	2,601 – –	5968 0 0	– – Exclusive of some revenues at present unascertained, but attaching to the localities of Mount Charles and Stranolor.			
COUNTY OF DOWN:						
CHARTER SCHOOLS:						
Ballynahinch	– – –	20 0 0	Protestant school	Lord Rawdon	– – Reports of Charter Schools.	—
Ditto	– – –	2 0 0	– – ditto	Bishop of Dromore	– – id.	—
Ditto	6 – –	– –	– – ditto	William Johnson	– – id.	– – He bequeathed the interest of 100 *l.*
Killough	20 – –	14 0 0	– – ditto	Judge Ward	– – id.	– – The lands were subjected to a small rent, and the annuity limited to the continuance of the school.
Strangford	– – –	22 0 0	ditto	Countess of Kildare	– – id.	– – These lands were also charged with a small acreable rent.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Ardglass	48 – –	– –	– – ditto.	—	—	—
Comber	30 – –	– –	– – ditto.	—	—	—
Drumbeg	20 – –	– –	– – ditto.	—	—	—
Drumboe	20 – –	– –	– – ditto.	—	—	—
Grey Abbey	20 – –	– –	– – ditto.	—	—	—
Kilmud	30 – –	– –	– – ditto.	—	—	—
Loughin Island	20 – –	– –	– – ditto.	—	—	—
Newtown Ardes	34 – –	– –	– – ditto.	—	—	—
EDUCATION GENERALLY:						
Annahilt	60 – –	3 0 0	Parish school	Mr. Jameson	Will about 1796	– – This endowment is only partly in operation.
Ballymaconnel	12 – –	– –	School	John M'Gowan	Will in 1832	—
Ballyallagh	12 – –	– –	ditto	– – ditto	– – id.	—
Bangor	60 – –	– –	ditto	Judge Ward	– – –	– – He bequeathed 1,000 *l.* principal money for this purpose.
Ditto	5 – –	– –	Charity school	– – – –	– – Reports on Education, 1809, &c.	—
Ditto	20 – –	– –	– – ditto	Lord Clanbrassil	Will	– – The Report of the Commissioners on Municipal Corporations states, that neither this bequest nor that mentioned at "Killileagh," are now paid, although charged by the will under which the estates of Lord Clanbrassil are enjoyed.
Crawfordsburn	24 – –	– –	– – ditto	John M'Gowan	Will in 1832.	—
Donaghadee	60 – –	– –	Protestant school	– Lady Mount Alexander	Will in 1764	– – This endowment is only partially in operation.
Drumboe	22 – –	10 0 0	– – ditto	Lord Donegal	– – Report on Schools in 1788.	—
Grey Abbey	4 – –	– –	Day school	Mr. Allen	Will	– – In full operation.
Killenchy	308 2 8½	– –	School – – Mrs. Anne Hamilton.	– – Mrs. Anne Hamilton.	– – Reports of Commissioners on Municipal Corporations.	– – This annuity has been for nearly a century allocated to a charter-school at Dundalk; an appropriation, which, I apprehend, was not warranted by Mrs. Hamilton's will.
Killileagh	20 – –	– –	Poor school	Lord Clanbrassil	Will	—
Longhorn	7 – –	– –	– – ditto	Robert Martin	Will, 9 May 1831	– – This bequest is charged upon lands
Moira	40 – –	– –	– – ditto	Sir John Rawden	– – Reports of Charity Schools, 1730.	—

(*continued*)

LOCALITIES.	ANNUAL Income.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF DOWN—*continued.*						
EDUCATION GENERALLY—*continued.*						
	£. s. d.	A. R. P.				
Newry	30 – –	– – –	Roman-catholic poor school	Dr. Derry, Roman-catholic bishop of Dromore.	Will, 5 Sept. 1819	He bequeathed the interest of 500 *l.* for this object.
Seapatrick	13 – –	– – –	Day school	– – – –	– – –	This endowment was by will, and is in full force.
Parochial Clerical Endowments as before.	147 – –	– – –	Parish schools	– – – –	– – –	Same observation as at "COUNTY ANTRIM."
TOTAL – £.	1,092 2 8½	71 0 0	Exclusive of same revenues, at present unascertained, but attaching to the localities of Bangor, Ballymacbrenan, Hill Hall, the diocesan school at Dromore, and the bequests of Mr. William Hunter to Donaghadee, &c.			
COUNTY OF DUBLIN.*						
CHARTER SCHOOLS:						
Clontarf	100 – –	– – –	Protestant schools	– – – –	– – –	The charter-school here has been wholly suppressed, and the premises produce to the trustees of the Incorporated Society the annual rent here stated.
Ditto	12 – –	– – –	ditto	Mr. P. Ramsay	Reports of Charter Schools, 1759.	—
Ditto	12 – –	– – –	ditto	Rev. J. Johnson	Will in 1771.	—
Santry	50 – –	– – –	ditto	Corporation of Dublin.	Reports of Charter Schools, 1759.	—
Ditto	– – –	1 0 0	ditto	Hon. Luke Gardiner	Id.	—
Dublin County	780 1 7	– – –	ditto	John Rogerson	Reports on Education, 1809, &c., p. 33.	See "County Cork" for the residue of Mr. Rogerson's bequest, which was divided between these two counties, in the respective proportions stated.
SCHOOL ON ERASMUS SMITH'S FOUNDATION:						
Donnybrook	32 – –	– – –	ditto.	—	—	—
EDUCATION GENERALLY:						
Artane	10 – –	– – –	School	Matthew Boyle	Will, 31 July 1832	He bequeathed this annuity (which is in full operation) for 31 years, from 1832.
Beldoyle	17 10 –	– – –	ditto	Michael Keary	Will about 1829	He left 500 *l.* for this purpose, which is vested in 3 ½ per cent. stock, to the use of the school.
Castleknock, Clensillagh, Mulhuddart	10 – –	– – –	Poor school	William Crosthwaite	Deed, 15 Aug. 1720.	This deed made the endowment chargeable on the impropriate rectory of Follystown, in the County Meath.
Castleknock	1,652 3 1	– – –	Male and female charity schools.	Richard Morgan	Will, 1773	The rental was so stated in 1812, at which time a considerable rise was expected. *See* "Reports on Education," 1809, &c., p. 295. The endowment is in operation.
Claremont	8 – –	– – –	Deaf and dumb school	George Devey	Will, 1828	He bequeathed two Grand Canal debentures in trust that the interest should be thus applied.
Ditto	2 10 –	– – –	ditto	George Nugent	Will, 2 Mar. 1832	He left 50 *l.* for this excellent establishment.
Clontarf	17 10 –	– – –	School	Michael Keary	Will, about 1829	Same observation as *ante*, at "Beldoyle."
Drumcondra	250 – –	– – –	ditto	Miss Kellett	Will	She left 5,000 *l.* for this purpose, and the endowment is in operation. The interest is calculated at 5 per cent.
Finglas	20 – –	– – –	ditto	– – – –	Reports on Education, 1809.	This fund arises from the interest of sundry legacies.
Glancullen, Sandyfort	100 – –	– – –	Poor schools	Lord Castlecoote	Will, 1826	He left 2,000 *l.* for this object. The interest is here calculated at 5 per cent.
Glasnevin	2 15 –	– – –	School	Rev. Dean Delany	Will	In force.
Harold's Cross	10 – –	– – –	Roman-catholic school	Mrs. Whelan	Will, 12 Aug. &c. 1829.	She also left the residue of her property, on certain contingencies, for endowing Roman-catholic schools.
Ditto	2 10 –	– – –	Poor school	John Corballis	Will, 25 Jan. 1805	He left 50 *l.* for this school.
Howth	17 10 –	– – –	ditto	Michael Keary	Will, about 1829	Same observation as *ante*, at "Beldoyle."
Rahenny	27 13 10	– – –	Free school	Mr. Dick	Will in 1802	In full operation.
Rathcoole	646 3 1	– – –	Protestant schools	Mrs. Mercer	Reports on Education, 1809, &c., p. 298, &c.	So endowed in 1734. The rental of the lands charged is about 800 *l.* per annum late Irish currency, of which, however, 100 *l.* per annum is appropriated to the poor of four parishes in Dublin.
Saggart	6 – –	– – –	Poor school	John Corballis	Will, 25 Jan. 1805	He left 100 *l.* principal money for this purpose.
Santrey	6 – –	– – –	ditto	Rev. Mr. Jackson	– – –	Charged upon lands in this county.
Swords	780 – –	– – –	Poor school without religious distinction.	– – – –	– – –	Accruing interest out of the compensation fund so allotted for this borough. It may be here observed, than Dean Scardeville and Archdeacon Newetson bequeathed funds for the establishment of schools here, but it does not appear that their intentions have ever been effectuated.

* The resources, management and application of the charitable funds, designed for the education or other relief of the poor of this country, will constitute a very important portion of a "History of the County of Dublin," which the compiler of these Tables is at every available moment preparing for publication.

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF DUBLIN—*continued.*						
EDUCATION GENERALLY—*continued.*	£. s. d.	A. R. P.				
Tallagh - -	10 – –	- - -	School - - - -	- - -	- - -	- - This endowment, arising from a bequest, is in force.
Parochial Clerical Endowments as before	19 – –	- - -	Parish schools - -	- - -	- - -	- - Same observation as at "COUNTY ANTRIM."
TOTAL - - £.	4,601 6 7	1 0 0	- - Exclusive of some revenues at present unascertained, but referable to the bequests of Mr. Ryan, formerly of Rathmines, Mr. Tisdall's devise of lands to Castleknock, Dean Scardeville's to Swords, Mr. G. P. Drew's, for a union school at Drumcondra, Mr. Wetherell's endowment to Rathfarnham, Mr. Davys's to Finglas, and Lord Netterville's Sunday school at Island Bridge, &c.			
CITY OF DUBLIN:						
Trinity College -	13,846 2 –	- -	- - "The education, institution and instruction of youth in arts and faculties;"—Queen Eliz. Lett. Patent—"whereby knowledge, learning and civility may be increased amongst the Irish, and their children's children, especially those that be poor, may have their learning and education given them with much more ease and lesser charge than in other universities they can obtain it."—Queen's Letter to the Lord Deputy, 11th March 1591.	- - -	- - -	- - It may be objected that this establishment is not within the scope of the present inquiry; the annexed definition of its objects, however, and the splendid acquisitions it has received of Royal endowment and private bounty, would appear to me to make its omission here unjustifiable; those who would calculate otherwise can subtract its income and that of the provost from the total drawn. The rental of the college lands is here stated in English currency, and exclusive of renewal fines, which are divided amongst the senior fellows. Its estates are very extensive, and situated in the counties of Cork, Kerry, Limerick and Meath. In the latter it possesses 1,240 Irish acres. In 1758, Provost Baldwin bequeathed to it a property estimated as worth 80,000 *l.* Its present site and circuit were granted to it by the corporation of Dublin. It has also very extensive patronage in church livings, and sundry allowances in the nature of exhibitions from charitable foundations, while the Irish Parliament farther enriched it with liberal grants. Its magnificent library has been acquired at little expense by private gifts, the statutable extension of copyright since 1816, and, in the instance of the Fagel library, the entire donation of the trustees of Erasmus Smith's charities. Its manuscript room is a rich repository of ancient Irish literature; while it is to be remarked, that although this university has sundry professors of its own endowment, and others, as those of divinity, mathematics, astronomy and political economy, principally of private foundation, it yet has no professor of the history, antiquities or statistics, moral or physical resources of the country, with which its "alumni" should in their future lives be conversant.
Trinity College Provostship.	2,400 – –	- - -	- - - - - -	- - -	- - -	- - This is the rental of the provost's separate estate in the county of Galway, exclusive of renewal fines.
Blue-Coat Hospital -	3,983 18 3	- -	- - School "for the relief of poor children, and of aged, maimed and impotent persons."—Charter in 1670.	- - -	- - -	- - This was their rental (4,315 *l.* 17 *s.* 10 *d.* Irish) in 1810. It has also exhibitions of private gift in Trinity College, Dublin.
Hibernian School -	1,010 6 9	- -	- - School for educating and providing for the children of soldiers.	- - -	- - Charter of incorporation in 1769.	- - It had also 19 acres of ground adjoining the Phœnix-park, and obtained at sundry times parliamentary grants to an amount stated in 1826 as 240,356 *l.*
Ditto - -	27 13 10	- -	- - - ditto - -	Mrs. Preston -	Will, 22 Nov. 1818, in Prerog. Office.	——
Marine School -	900 – –	- -	- - School for "maintaining, educating and apprenticing the children of decayed seamen."	- - -	- - Charter of incorporation in 1771.	- - It has also an annual Parliamentary grant of 400 *l.* In 1809, there were 139 children maintained, &c. here; there are now but 23, according to the Second Report of the Commissioners of Public Instruction.
Ditto - -	114 9 2	- -	- - - ditto - -	Mr. Bryan Connor	- - Will and codicils in 1811 and 1813, in Prerog. Office.	- - This bequest was subject to contingencies as far as 22 *l.* 3 *s.* 4 *d.*; the residue was then the interest of specific debentures devised.
Female Orphan House	355 7 8	- -	- - School for maintaining, educating and apprenticeing orphan girls.	- - -	- - -	- - This is its permanent income arising from the interest of funded property. It has other casual resources, and had Parliamentary grants to the total amount of 50,414 *l.* Irish, up to the year 1826. The number educated here used to be about 150.
Ditto - -	92 6 1¼	- -	- - - ditto - -	Mr. Geo. Burroughs	Will, in 1821.	——
Ditto - -	27 13 10	- -	- - - ditto - -	Mrs. Preston -	- - Will, 22 Nov. 1818, in Prerog. Office.	- - She bequeathed 500 *l.* Irish for its use; the interest is here calculated at 6 *l.* per cent.
Ditto - -	25 – –	- -	- - - ditto - -	Margaret Evory -	Will, 7 May 1828, in Prerog. Office.	——
Ditto - -	12 – –	- -	- - - ditto - -	Mr. Richard Cave -	- - Will, 16 Feb. 1830, in Prerog. Office.	- - He bequeathed 209 *l.* for its use, and, after other charitable specific legacies, left the residue of his property to charities, at the discretion of his trustees.
Dublin City (no precise locality named)	212 6 2	- -	- - Protestant charity school for female orphans.	Mr. Peter Bertrand	Will, 29 June 1801, in Prerog. Office.	——
Ditto - -	92 6 1¼	- -	- - To bind children of decayed clergymen.	- - Doctor Stearne, bishop of Clogher.	Will, in 1741 -	- - His charitable bequests are regulated by a private Act of Parliament, (11 & 12 Geo. 3, c. 5.)
Ditto - -	83 1 6¼	- -	- - To apprentice two poor boys out of every parish in the city and suburbs of Dublin.	Henry Barton -	Will, in 1769.	- - His will, after sundry specific bequests, left the residue of his property to be put out at interest for this purpose. This residue was subsequently vested, as 1,800 *l.*, by his executors in Government funds. Interest here calculated at 5 *l.* per cent.

LOCALITIES.	Annual INCOME. £.	s.	d.	Acreable Possessions. A.	R.	P.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
CITY OF DUBLIN—*continued.*										
Dublin City (no precise locality named)	72	–	–	–		–	– – Charity schools in sundry parts of the city.	Miss Barry –	Will, 1 July 1829, in Prerog. Office.	– – She left 1,200 *l.* for this object. The interest is here calculated at 6 *l.* per cent.
Ditto – –	55	7	8¼	–		–	– – To apprentice poor Protestant boys.	George Gardiner –	Will, in 1764 –	– – He bequeathed 1,000 *l.* for this object. Interest calculated at 6 *l.* per cent.
Ditto – –	33	4	7½	–		–	– – Diocesan Roman-catholic clerical school.	Rev. Andrew Dunne	Will, in 1821 –	– – He left 600 *l.* Irish towards this institution. Interest calculated at 6 *l.* per cent.
Ditto – –	33	4	7½	–		–	Schools – – – –	Thomas Tench –	Will, 7 Aug. 1806, in Prerog. Office.	– – Left 600 *l.* Irish. Interest calculated at 6 *l.* per cent.
Ditto – –	27	13	10	–		–	Female orphan school –	Benjamin D'Israel –	Will, in 1814 –	– – Left 500 *l.* Irish for its use. Interest as before.
Ditto – –	27	13	10	–		–	– – Lancasterian schools for children of all religious persuasions.	General White –	Will, 12 June 1822, in Prerog. Office.	———
Ditto – –	24	–	–	–		–	Protestant orphan society –	Clement Barry –	– – Will, 8 Dec. 1831, in Consist. Court, Dublin.	– – Left 400 *l.* present currency. Interest as before.
Ditto – –	11	1	6½	–		–	Schools – – – –	Andrew Honan –	Will, 1 April 1800, in Prerog. Office.	– – Left 200 *l.* Irish to be put at interest, which is calculated as above.
Ditto – –	11	1	6½	–		–	– – Apprenticing Protestant boys.	Sir Richard Levinge	Will, in 1747.	———
Ditto – –	8	6	1¾	–		–	Schools – – – –	George Campbell –	Will, in 1809 –	Left 150 *l.* Irish for this purpose. Interest as above.
Ditto – –	8	–	–	–		–	Schools – – – –	Nicholas C. Daniel	Will.	———
Ditto – –	4	–	–	–		–	– – Charitable Josephian society.	Andrew Frawley –	– – Will, 8 May 1820.	– – Left a Grand Canal debenture for this purpose.
Ditto – –	4	–	–	–		–	Charitable Patrician society	– – ditto – –	– – ditto –	– – – – ditto.
*Ditto – –	–	–	–	–		–	– – Female orphan masonic school.	Sarah Mayne –	Will – –	– – She left to this the residue of her property about the year 1805, after certain specific legacies. The amount of that residue I cannot at present calculate.
Parochial Schools, &c.:										
*St. Andrew's – –	184	12	3¾	–		–	– – Thursday and Sunday poor school.	Ralph Macklin –	– – Will, 14 Aug. 1820.	– – He left the specific annuity of 200 *l.* Irish, yet the recent Report of the Commissioners of Public Instruction states this bequest as in force only to the extent of 127 *l.* per annum. Mr. Macklin also left the residue of his property to the same charity. The number of children educated here is 135.
Ditto – –	82	–	–	–		–	– – Parochial board and day school.	– – –	– – –	– – The interest of funded bequests, and the rental of an estate. The recent Commission of Public Instruction returns 36 as educated here.
St. Anne's – –	20	–	–	–		–	Parish School – – –	Rector – –	– – –	– – This parochial endowment (in pursuance of the Act 28 Hen. 8, c. 15, which required that every clergyman should, on admission, be sworn to keep within his parish a school "for to learn English,") was allowed in 1826 by the rector to this school. I cannot say whether the endowment continues.
St. Audeons's –	64	18	–	–		–	Female orphan school –	– – –	– – –	– – The present interest of bequests. The commission before alluded to states 20 as now educated here.
Ditto – –	31	6	4	–		–	Parish day schools – –	– – –	– – –	– – The present produce of bequests. The Education Report of 1826–27 states it as then 50 *l.* The number now educated here is 37.
St. Bridget's – –	200	–	–	–		–	– – Parochial boarding school for boys.	– – –	– – –	– – This income consists of 120 *l.* annuity from Mr. Pleasant's funds, and the residue, the interest on funded property. There are 20 now educated here, according to the recent Report of the Commissioners of Public Instruction.
Ditto – –	9	4	7½	–		–	Parochial day school –	– – –	– – –	– – The produce of a bequest. There are 166 educated here.
Ditto – –	5	10	9	–		–	Protestant charity school –	Thomas Tench –	Will, 7 Aug. 1806, in Prerog. Office.	– – He left 100 *l.* Irish for its use.
St. Catherine's –	550	–	–	–		–	– – Parochial boarding and day schools.	– – –	– – –	– – This income is composed of rents, and the interest of funded property. It educates at present 309 children.
St. George's – –	1	1	–	–		–	Parish school – – –	Rector – –	– – –	Same observation as at St. Anne's.
St. James's – –	36	18	5½	–		–	– ditto – – – –	Mr. Pleasants –	– – –	– – This statement is given on the authority of the Report on Parish Schools in 1823.
Ditto – –	17	10	–	–		–	Day schools – – –	– – –	– – –	– – This income is the interest of their funded property. The number educated here is 317. They have, of course, like many other institutions here enumerated, other casual funds, as by subscriptions, sermons, &c.
Ditto – –	10	–	–	–		–	Sunday schools – –	– – –	– – –	– – The amount of a bequest; 15 are educated here.

LOCALITIES.	Annual INCOME. £. s. d.	Acreable Possessions. A. R. P.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
CITY OF DUBLIN—*continued.*						
PAROCHIAL SCHOOLS, &c.—*continued.*						
St. John's - -	129 - -	- - -	- - Parochial board and day school for girls.	- - - - -	- - -	- - I state this income on the authority of the recent second Report of the Commissioners of Public Instruction, which returns 24 as here educated. I should think, however, their income must be larger, as I have notes of their having an estate of 100 *l.* per annum, and I find the Report on Parish Schools, in 1823, states their endowment as 176 *l.* 16 *s.* 3 *d.* Irish per annum.
St. Kevin's - -	1 2 2	- - -	Parish school - - -	Mary Connor -	Will, 3 June 1788	- - She left 20 *l.* Irish to be put at interest for its use.
St. Luke's - -	111 7 7½	- - -	Parish schools - -	- - - - -	- - -	- - Its certain income was so reported in 1823.
Ditto - - -	8 15 -	- - -	Poor schools - - -	Richard Verschoyle	Will, about 1828, in Prerog. Office.	- - He left 250 *l.* to be invested in Government Stock; the interest, which is calculated at 3½ per cent., to be applied for this purpose. He left a similar sum for St. Catherine's, which is, I presume, included in its income as before stated.
St. Mark's - -	5 10 9	- - -	- - Protestant female charity school.	Thomas Tench -	Will, 7 Aug. 1806, in Prerog. Office.	- - Bequeathed 100 *l.* Irish for its use.
Ditto - - -	2 15 4½	- - -	Charity school - -	Hall Lamb - -	Will, 20 Feb. 1798	- - Left 50 *l.* Irish for its use. ☞ Some of these minor bequests, unless where otherwise expressed, may have been applied at once to the respective establishments.
Ditto - - -	- - -	- - -	Charity schools - -	Miss Brady - -	Will, 9 Feb. 1831	- - She bequeathed all her property, which was very considerable, as I understand, for these objects, but I cannot at present calculate its amount.
St. Mary's - -	30 9 2½	- - -	Charity school - -	Mary Pennefeather	Will, 19 May 1768	
Ditto - - -	11 1 6½	- - -	Parish school - - -	- - - - -	- - -	- - The produce of a legacy, as stated in the Report on Parish Schools, in 1823.
Ditto - - -	10 - -	- - -	- - ditto - - -	Rector - - - -	- - -	- - Same observation as at St. Anne's.
Ditto - - -	10 - -	- - -	- - Marriage portions for Protestant orphans.	Rev. Moses Magill	Will, about 1790.	
Ditto - - -	5 10 9	- - -	Charity school - -	Elizabeth Hamilton	Will, 1 Mar. 1782	- - Left 100 *l.* Irish for its use.
Ditto - - -	5 10 9	- - -	- - ditto - - -	William Alexander	Will, 5 Dec. 1791	- - - - ditto.
St. Michael's - -	27 13 10	- - -	- - Protestant parochial day school.	- - - - -	- - -	- - I state this as its income, on the authority of the before-mentioned Report of 1823, which defines it as 30 *l.* Irish, the rental of an estate. It is to be observed, however, that the recent Second Report of the Commissioners of Public Instruction returns it as but 17 *l.* 10 *s.*
St. Michan's - -	31 6 -	- - -	- - - ditto - -	- - - - -	- - -	- - The produce of an annual profit rent.
Ditto - - -	3 - -	- - -	- - - ditto - -	George Nugent -	Will, 2 Mar. 1832, in Prerog. Office.	- - Left 50 *l.* for its use.
St. Nicholas Within	25 16 11	- - -	Parish school - - -	- - - - -	- - -	- - Its rental was so returned in 1823, (*i. e.* 28 *l.* Irish).
Ditto - - -	2 - -	- - -	- - ditto - - -	Rector - -	- - -	- - Same remark as at St. Anne's.
St. Nicholas Without	94 8 -	- - -	- - ditto - - -	- - - - -	- - -	- - The amount of rents and the interest of funded property.
Ditto - - -	5 - -	- - -	- - ditto - - -	Rector - -	- - -	- - Same observation as at St. Anne's.
St. Paul's - -	27 13 10	- - -	- - ditto - - -	- - - - -	- - -	- - The amount of rents and interest of City Bonds, as returned in 1826-7.
St. Peter's - -	60 - -	- - -	Infant school - - -	Clement Barry -	- Will, 8 Dec. 1831, in Consistorial Court.	- - He left 1,000 *l.* for this object; the interest is here calculated at 6 per cent.
Ditto - - -	5 10 9	- - -	- - Protestant charity school for girls.	Thomas Tench -	Will, 7 Aug. 1806, in Prerog. Office.	- - He bequeathed 100 *l.* Irish for its use.
Ditto - - -	3 - -	- - -	Parish school - - -	George Nugent -	Will, 2 Mar. 1832, in Prerog. Office.	- - He left 50 *l.* for its use.
St. Thomas's - -	75 1 3	- - -	Parochial boarding school	- - - - -	- - -	- - The amount of a bequest, according to the recent Second Report of the Commissioners of Public Instruction, which mentions 21 as educated here.
Ditto - - -	37 - -	- - -	Male and female day school	- - - - -	- - -	- - The interest of its funded property, according to the same authority, which states 253 as educated here.
St. Werburgh's -	129 18 5½	- - -	Parish school - - -	- - - - -	- - -	- - This sum (*i. e.* 140 *l.* 15 *s.* 9 *d.* Irish,) was in 1823, stated as the interest of legacies left for this establishment.
Ditto - - -	10 - -	- - -	- - ditto - -	Rector - -	- - -	- - Same remark as at St. Anne's.
Abbey-street - -	5 10 9	- - -	Free school - - -	Arabella Newcomen	Will, 16 Aug. 1800	- - She left 100 *l.* Irish for this establishment. Interest calculated at 6 *l.* per cent.
Arran Quay - -	22 3 1	- - -	Roman-catholic poor school	Rev. William Russell	Will, 3 Feb. 1824, in Prerog. Office.	- - He left 400 *l.* Irish in trust for this. Interest as before.
Faggot-street -	150 - -	- - -	Roman-catholic poor school	Dennis Kehoe -	Will, 13 Nov. 1831, in Prerog. Office.	- - This bequest was made contingent on the death of the testator's two children, an event which, I rather apprehend, has not occurred.

LOCALITIES.	Annual INCOME. £. s. d.	Acreable Possessions. A. R. P.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
CITY OF DUBLIN—*continued.*						
PAROCHIAL SCHOOLS, &c.—*continued.*						
Bethesda	390 9 3	- - -	Protestant school			- - Its annual income is so stated in the above-mentioned Report, of 1823, (*i. e.* 423 *l.* Irish,) but this authority does not distinguish how much of this is derived from permanent endowment or settled funds.
*Coombe	- - -	- - -	- - ditto	Trustees of Erasmus Smith's charities.	—	
Denmark-street	27 13 10	- -	Orphan poor school	Jeffrey Waldron	Will, about 1822, in Prerog. Office.	- - He left 500 *l.* for this. Interest computed as before.
*Ditto	12 - -	- -	St. Mary's charity schools	Richard Cave	Will, 16 Feb. 1830, in Prerog. Office.	- - He left 200 *l.* for this, and the residue of his property, after other legacies, to charities, at the discretion of his trustees.
*Eustace-street	- - -	- -	- - Free school, for boarding, educating and clothing 22 Protestant girls.	Mrs. H. Singleton		- - I am not acquainted with the extent of this lady's endowment.
King's-inn-street	10 - -	- -	School	Rector		- - Same observation as at St. Anne's.
Liffey-street	27 13 10	- -	Orphan poor school	Jeffrey Waldron	Will, about 1822, in Prerog. Office.	- - He left 500 *l.* Irish for this. Interest calculated as before.
Mary's Abbey	18 - -	- -	Poor school	Miss Risk	Will, 26 Apr. 1832, in Prerog. Office.	- - She left 300 *l.* Interest as above.
Ditto	5 10 9	- -	Meeting-house school	Alexander Fenner	Will, about 1801, in Prerog. Office.	- - He left 100 *l.* Irish. Interest as above.
Mill-street	4 12 3¼	- -	School	Andrew Frawley	Will, 8 May 1820	- - He left a Pipewater Debenture for its use.
Ditto	5 10 9	- -	Charitable free school	Patrick Byrne	Will, 9 Nov. 1818	- - He left 100 *l.* Irish for its use.
*Ditto	- - -	- -	- - Roman-catholic schools for males and females.	Martin Cashen	Will, in 1820	- - After certain legacies, he left the residue of his property for these; but I cannot at present ascertain the amount of that revenue.
Patrick's Close	60 - -	- -	School	Mr. James Knight		- - This bequest has been in force since 1780, and is a rent-charge on an estate.
School-house-lane	5 10 9	- -	ditto	Wight Pike	Will, 5 Jan. 1801.	
School-street	5 10 9	- -	Free school	Arabella Newcomen	Will, 16 Aug. 1800	- - She left 100 *l.* Irish. Interest as before.
Smock-alley	12 - -	- -	Male and female schools	Thomas Corrigan	Will, 19 Apr. 1834, in Prerog. Office.	- - He left 200 *l.* principal money.
North Strand	44 - -	- -	Sunday and daily school			- - This income arises from the interest of 11 New Four per Cents.
Strand-street	5 5 -	- -	- - Meeting-house charity school.	John Hutton	Will, 15 June 1829, in Prerog. Office.	- - This bequest was to enure for two lives and the survivor.
Ditto	5 10 9	- -	- - ditto	Peter Wilkinson	Will	- - He left 100 *l.* Irish for its use.
Ditto	5 10 9	- -	- - ditto	Mary Finlay	Will, 3 Mar. 1803	- - She left 100 *l.* Irish for its use.
Ditto	5 10 9	- -	- - ditto	Mrs. Mary Henry	Will, 2 June 1797	
Swift's-alley	5 10 9	- -	Female charity school	Peter Wilkinson	Will	- - He left 100 *l.* Irish for its use.
Usher's Quay	50 - -	- -	Charity school	Cornelius Delany	Will	- - He left 1,200 *l.* principal money, to found and endow it.
Ditto	5 10 9	- -	Meeting-house school	Alexander Fenner	Will, about 1801, in Prerog. Office.	- - He left 100 *l.* Irish, at interest, for its use.
Whitefriar-street	100 - -	- -	Female orphan school	Mr. Solomon Walker	Will, 13 July 1803	- - The late Report on Public Instruction states 14 females as educated here.
Ditto	4 12 3	- -	- - ditto	Mrs. Hitchcock	Will, 28 Dec. 1825	
Parochial Clerical Endowments, as before.	65 - -	- -	Parish schools			- - Same observation as at "ANTRIM."
CHARITIES GENERALLY, &c.	- -	- -				* - This classification, it may be observed, is adopted where it is uncertain, or at least at present unascertainable, what proportion of such endowments is referable to Education.
Sir Patrick Dunn's Hospital.	1,846 3 1	- -	- - Hospital for patients and for medical instruction, with professorships, &c.	Sir Patrick Dunn		- - Its income was so calculated (2,000 *l.* Irish,) in 1818, at which time it was supposed it would soon be doubled.
Dublin	1,200 - -	- -	Charities generally	Mr. Thos. Pleasants		- - He bequeathed 60,000 *l.* to charities, but as the whole of this has, I apprehend, not been recovered, and as part of it is appropriated in some of the preceding notices, the residue must at least produce the interest here stated.
Ditto	110 15 4½	- -	- - ditto	John Harrington	Will, 16 Apr. 1766	- - He left 2,000 *l.* Irish to be laid out for charities, at the discretion of his executors, exclusive of 600 *l.* to hospitals. Interest calculated at 6 *l* per cent.
Ditto	105 - -	- -	- - ditto	Anne Caldbeck		- - She bequeathed 3,000 *l.* in Government Stock. Interest calculated at 3 ½ per cent. A suit was instituted to recover this charity, the result of which I cannot state.
Ditto	- - -	- -	- - ditto	John Nairac		- - Considerable charitable bequests, the particulars of which, however, I cannot ascertain, became payable in right of his will in 1806.

LOCALITIES.	ANNUAL Income.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF DUBLIN—*continued.*						
CHARITIES GENERALLY—*continued.*						
	£. s. d.	A. R. P.				
Dublin - - -	- - -	- -	Charities generally - -	William Deane -	- - -	- - He bequeathed shares in a glass manufactory, the precise amount of which I cannot ascertain at present.
Thomas's Parish -	5 10 9¾	- -	- - Charities at the discretion of the rector.	Lady Stratford -	Will, 31 Dec. 1800	- - She left 100 *l.* Irish, which possibly might have been disbursed at once.
Werburgh's - -	3 - -	- -	Charity - - - -	Rev. William Tew	Will about 1830, in Prerog. Office.	- - He left 50 *l.* to trustees, the interest to be thus applied.
TOTAL - - £.	29,913 - 3¼	- -	- - Exclusive of the contingent bequests to St. Andrew's and St. Mark's parishes; exclusive also of Erasmus Smith's school in the Coombe, Mr. John Nairac's bequests, &c. &c.			
COUNTY OF FERMANAGH:						
SCHOOL OF ROYAL FOUNDATION:						
Enniskillen - -	- - -	3338 0 0	Free school - - -	- - -	- - -	- - Of this tract, it is to be observed, about 1,000 acres are bog. The whole was leased in 1810, as I am informed, to the master's brother, in trust for the master, at the annual rent of 800 *l.* See "Wakefield's Ireland," vol. 2, p. 407, 408.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Derryvullen -	20 - -	- -	Protestant school - -	- - -	- - Second Report of the Commissioners of Public Instruction.	——
EDUCATION GENERALLY:						
Tubrit - - -	900 - -	- -	A school - - -	George Vaughan -	Will, 23 June 1735	- - He left an estate for this purpose, the rental of which was stated in the Report of 1788 on Schools in Ireland, as then 900 *l.* per annum, yet that of 1812 states it as then but 606 *l.* 13 *s.* 10 *d.* annually.
Aghalurcher - -	34 - -	3 0 0	- - ditto - - -	- - -	- - Second Report of the Commissioners of Public Instruction.	——
Enniskillen - -	20 - -	- -	Day school - - -	The corporation -	- - id.	——
Parochial Clerical Endowments, as before.	5 - -	- -	Parish schools - -	- - -	- - -	- - Same observation as at the "COUNTY ANTRIM."
TOTAL - - £.	979 - -	3341 0 0	- - Exclusive of some revenues, at present unascertained, but attaching to the localities of Brookborough and Lisnaskea.			
COUNTY OF GALWAY:						
CHARTER SCHOOLS:						
Newtown-Eyre	- - -	41 0 0	- - School for Protestant instruction.	Mr. Stratford Eyre	- - Reports of Charter schools, 1759.	- - This bequest was charged with a small rent, and had annexed to it a benefit of commonage.
Clonfert - -	- - -	2 0 0	- - ditto - - -	Archbp. of Tuam -	- - id.	——
Galway - -	- - -	1 0 0	- - ditto - - -	Mr. John Cox -	- - id.	——
Iniscaltra - -	- - -	20 0 0	- - ditto - - -	James Daly - -	- - id.	——
Kiltormer - -	- - -	1 0 0	- - ditto - - -	Hon. Stratford Eyre	- - id.	——
Loughrea - -	20 - -	1 0 0	- - ditto - - -	Lord Clanrickard -	- - id.	——
Minola - - -	- - -	30 0 0	- - ditto - - -	- - -	- - id.	——
Monivea - - -	- - -	2 0 0	- - ditto - - -	Robert French -	- - id.	——
Ditto - - -	- - -	2 0 0	- - ditto - - -	- - ditto - -	- - id.	——
EDUCATION GENERALLY:						
Eyre-Court - -	42 - -	1 0 0	School - - - -	Rev. Rich. Banks -	- - Reports on Education, 1809, &c.	He left 1,000 *l.* for this object.
Galway - - -	6 - -	- -	- - Roman-catholic charity school.	Christopher Lynch -	- - Will, 14 July 1819.	——
Stradbally - -	7 - -	- -	ditto - - - -	Mr. Redington -	- - -	In operation.
Parochical Clerical Endowments as before.	39 - -	- -	Parish schools - -	- - -	- - -	- - Same observation as at the "COUNTY ANTRIM."
CHARITIES GENERALLY:						
Galway - - -	24 - -	- -	- - - - -	Mrs. Jane Eyre -	- - -	In operation.
TOTAL - - £.	138 - -	101 0 0	- - Exclusive of some revenues, at present unascertained, but attaching to the town of Galway.			
COUNTY KERRY:						
CHARTER SCHOOLS:						
Castle Island - -	- - -	26 0 0	Protestant school - -	- - Lord Brandon and others.	- - Reports on charter schools.	——
Ballymacgillicott -	14 - -	- -	- - ditto - - -	- - -	- - -	In operation.

(continued)

LOCALITIES.	ANNUAL Income. £. s. d.	Acreable Possessions. A. R. P.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY KERRY—*continued.*						
SCHOOLS ON ERASMUS SMITH'S FOUNDATION;						
Killnaughtin	30 – –	– – –	Protestant school	– – –	– – Second Report of the Commissioners of Public Instruction.	In operation.
Tralee	30 – –	– – –	– – ditto	– – –	– – id.	– ditto.
EDUCATION GENERALLY;						
Cloghane	60 – –	– – –	Schools and poor	– – Rev. Thos. Fitzgerald.	Will, about 1834	– – This bequest was contingent, and I cannot, in the present limited interval, ascertain whether it has vested.
Killcrohan	10 – –	– – –	Free school	General O'Connell	– – –	In operation.
Killorglin	40 – –	– – –	Schools	Wm. Blenerhasset	Will, 1836.	
Killury	60 – –	– – –	Parish school	Rev. M. Nelan	Will, 11 Dec. 1829	He bequeathed 1,000 *l.* for this purpose.
Milltown	120 – –	– – –	Schools and poor	– – Rev. Thos. Fitzgerald.	Will, about 1834	– – He also left other funds, subject to contingencies, for these objects.
Tralee	12 – –	– – –	Roman-catholic poor school	J. C. Hickson	– – Will, 16 June 1821, in Prerog. Office, Dublin.	
Parochial Clerical Endowments as before.	14 – –	– – –	– – – –	– – –	– – –	– – Same observation as at the "COUNTY ANTRIM."
TOTAL £.	390 – –	26 0 0	– – Exclusive of some revenues, at present unascertained, but connected with the localities of Anna and Cahir, and Dr. Fagan's bequests in 1769 to Killarney.			
COUNTY OF KILDARE:						
DIOCESAN SCHOOL:						
Naas	60 – –	– – –	– – – –	Bishop of Kildare.	—	—
CHARTER SCHOOLS:						
Castle Carbery	20 – –	22 0 0	Protestant school	Mrs. Colley / Mrs. Pomeroy	Reports on charter schools, 1759.	—
Ditto	7 – –	– – –	– – ditto	– – Thomas Dalyell and another.	– – id.	– – This is the interest of their bequests, at 6 per cent.
Castledermot	– – –	20 0 0	– – ditto	Marq. of Kildare	– – Reports on Education, 1809, &c.	—
Celbridge	250 – –	– – –	– – ditto	Hon. Will. Conolly	– – Reports on charter schools.	– – This bequest was made chargeable on the manor and lordship of Rathfarnham, for ever, and was allocated to found and endow this establishment.
Maynooth	– – –	14 0 0	– – ditto	Earl of Kildare	– – id. 1759	This was so endowed in 1750.
Monasterevan	– – –	2 0 0	– – ditto	Earl of Drogheda	– – id.	—
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Donadea	30 – –	– – –	– – ditto.	—	—	—
Kill	30 – –	– – –	– – ditto.	—	—	—
Killcullen	27 13 10	– – –	– – ditto.	—	—	—
Killmannon	20 – –	– – –	– – ditto.	—	—	—
Rathmore	30 – –	– – –	– – ditto.	—	—	—
EDUCATION GENERALLY:						
Athy	20 – –	– – –	School	Duke of Leinster	– – –	This may be during pleasure.
Ditto	15 – –	– – –	ditto	– – The corporation of Athey.	—	—
Ditto	5 – –	– – –	ditto	Mr. Weldon	Will.	—
Betaghstown	620 – –	– – –	Protestant charity school	Patrick Heweston	– – Will, 23 July 1770. Reports on Education, 1809, &c.	– – He left 383 acres of land for this endowment. The Commissioners of Public Instruction, in their Second Report, state the income of this school at 300 *l.* per annum, and the interest of 8,000 *l.*, and add that the school has been suspended for several years, though in 1824 the Court of Chancery passed a decree for its revival.
Calverstown	– – –	1 0 0	School	Robert Burrowes	– – Parl. Papers, 1824, xxi. p. 630.	—
Ditto	91 16 –	– – –	ditto	Sir Richd. Levinge	– – Reports on Education, 1809, &c.	—
Cardiffstown	20 – –	– – –	ditto	Lord Mayo	– – id.	—
Donadea	– – –	2 0 0	ditto	Sir Gerald Aylmer	– – –	In force.
Kill	5 – –	– – –	ditto	Rev. Daniel Nolan	Will, 6 Aug. 1814, in Prerog. Office.	—
Killcullen	6 – –	– – –	ditto	– – Rev. Mr. Burroughs.	– Will, Parl. Papers, 1824, xxi. 629.	– – He left 100 *l.* principal money for this object.
Lyons	5 – –	– – –	ditto	Rev. Daniel Nolan	Will, 6 Aug. 1814, in Prerog. Office.	—
Maynooth	20 – –	– – –	ditto	Duke of Leinster	– – –	– – This may be voluntary. See the Schools Returns, Parl. Papers, 1826–27, xii. 626.
Parochial Clerical Endowments as before.	43 – –	– – –	Parish schools	– – –	– – –	– – Same observation as at the "COUNTY ANTRIM."

LOCALITIES.	Annual INCOME.	Arcable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF KILDARE—*continued.*						
CHARITIES GENERALLY:	£. s. d.	A. R. P.				
Athey	15 6 9	-	-	Miss M'Namara	Will, 1 Mar. 1818	—
Ballysax	15 - -	-	-	Rev. William Tew	- - Will in Prerogative Office, Dublin.	- - He left 250 *l.* principal money for this object; while it is observable that the Report of the Commissioners of Public Instruction states the endowment in force, as far as regards education, to be 6 *l.* 6 *s.* per annum.
Killcullen	3 - -	-	-	ditto	- - id.	- - He left 50 *l.* for this purpose.
TOTAL £.	1,358 16 7	61 0 0	- - Exclusive of some revenues, at present unascertained, but attaching to the localities of Dunlavin, Maynooth and Skirteen.			
COUNTY OF KILKENNY:						
CHARTER SCHOOLS:						
Kilkenny	30 - -	20 0 0	Protestant school	The Corporation	- - Reports of Charter Schools, 1759.	—
Ditto	7 - -	-	- - ditto	- - Dean of Ossory and others.	- - id.	- - This annuity is the legal interest of the bequests.
SCHOOL ON ERASMUS SMITH'S FOUNDATION:						
Dysart	20 - -	-	- - ditto.	—	—	—
EDUCATION GENERALLY:						
Aghoure	5 - -	-	Parish school	Colonel Browne	- - Will in Prerogative Office, Dublin.	- - In force, according to the Second Report of the Commissioners of Public Instruction.
Freshford	16 - -	-	School	- ditto	- - id.	- - Charged on his estates. I am inclined to think that the preceding bequest should be included in this, of which the Report alluded to, however, takes no notice.
Kells in Ossory	30 - -	-	Charity school	Rev. Thomas Way	- - Will, 1712. Reports of Charity Schools, 1721.	—
Kilkenny	1,000 - -	-	- - Weaving-school for Protestant boys.	Bishop Pococke	Will, 1763	- - See Reports of the Commissioners on Education, 1809, &c. p. 17.
Ditto	420 - -	-	Protestant schools	Mr. Evans	- - Deed of 1818. See Reports of the Commissioners of Municipal Corporations.	- - And Mr. Evans further bequeathed 500 *l.* per annum, to maintain 20 Protestant orphans, if his estates should be sufficient. It is to be remarked, however, that the Second Report of the Commissioners of Public Instruction states the schools here alluded to as endowed by Mr. Evans only to the extent of 100 *l.* per annum.
Ditto	140 - -	3 0 0	Grammar-school	- - James Duke of Ormond.	- - Deed, 18th March 1684. Reports on Education, 1809, &c.	- - This endowment was charged on lands and tithes, the right of appointing the master being reserved to the donor. On the attainder of the duke, this patronage, having vested in the Crown, was granted to the provost of Trinity College, Dublin. This establishment has been further supported by Parliamentary grants to the amount of upwards of 5,000 *l.*
Ditto	20 - -	-	Poor schools	Nicholas Keravan	- - Will, 22 Mar. 1825, in Prerog. Office.	- - He bequeathed 500 *l.* in the 4 per cents. for this charity.
Parochial clerical endowments as before.	97 - -	-	Parish schools	-	-	- - Same observation as at the "COUNTY ANTRIM."
TOTAL £.	1,785 - -	23 0 0	- - Exclusive of certain revenues, at present unascertained, but referable to the city of Kilkenny.			
KING'S COUNTY:						
SCHOOL OF ROYAL FOUNDATION:						
Banagher	- - -	285 0 0	-	-	-	- - The master was to be appointed by the Lord-lieutenant of Ireland. Of this land the Reports on Education, 1809, &c. represent 70 acres as lost by encroachment or fraud, while the Reports of the Commissioners of Public Instruction state the present total contents as 360 or 400 acres.
CHARTER SCHOOLS:						
Frankfort	- - -	2 0 0	Protestant school	James Frank	- - Reports of Charter Schools, 1759.	—
EDUCATION GENERALLY:						
[illegible]	- - -	200 0 0	School	-	-	- - I cannot at present discover my authority for this assertion, but I am confident the endowment is not enjoyed.

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
KING'S COUNTY—*continued.*						
EDUCATION GENERALLY—*continued.*						
	£. s. d.	A. R. P.				
Edenderry - -	3 – –	– – –	Quaker's provincial school	Joseph Inman -	Will, 3 Jan. 1800	- - He left 50 *l.* principal money.
Portarlington -	34 5 6	1 0 0	School - - - - -	Earl of Galway -	- - Reports of the Commissioners of Municipal Corporations.	- - Endowed in 1703.
Parochial clerical endowments as before.	53 – –	– – –	Parish schools - -	- - - - -	- - -	- - Same observation as at the "COUNTY ANTRIM."
TOTAL - - £.	90 5 6	488 0 0				
COUNTY OF LEITRIM:						
SCHOOL ON ERASMUS SMITH'S FOUNDATION:						
Anna - - -	20 – –	– –	Protestant school - -	- - - - -	- - Second Report of the Commissioners of Public Instruction.	—
EDUCATION GENERALLY:						
Jamestown - -	60 – –	– –	Free school - - -	Earl of Mountrath	Reports on Education, 1809, &c.	—
Parochial and clerical endowments as before.	34 10 –	– –	Parish schools - -	- - - - -	- - -	- - Same observation as at the "COUNTY ANTRIM."
TOTAL - - £.	114 10 –	—				
COUNTY OF LIMERICK:						
DIOCESAN SCHOOL:						
Limerick - -	150 – –	– –	- - - - - -	- - - -	- - Second Report of the Commissioners of Public Instruction.	- - I was not aware of this endowment when I gave my evidence before the Committee, and believe it has been but recently established.
CHARTER SCHOOLS:						
Limerick county generally.	280 3 3	– –	Protestant schools - -	Chidley Coote -	- - Will, 1764. See Reports on Education, 1809, &c.	- - He left lands for this purpose, the rental of which was as here stated in 1809.
Kilfynan - -	– – –	1 0 0	- - ditto - - -	Robert Oliver -	- - Reports of Charter Schools, 1759.	—
Kilmallock - -	– – –	1 0 0	- - ditto - - -	Corporation - -	- - id.	—
Shannon-grove -	– – –	1 0 0	- - ditto - - -	William Bury - -	- - id.	—
Ditto - -	– – –	2 0 0	Protestant infant school -	ditto - -	- - id.	—
EDUCATION GENERALLY:						
Kilcornan - -	24 – –	– –	Roman-catholic poor school	Charles Hartney -	- - Will, 1826, in Prerog. Office.	—
Limerick city -	600 – –	– –	poor schools - - -	William Leamy -	Will - -	- - He bequeathed 12,000 *l.* for this purpose. See Parliamentary Papers, 1824, vol. xxi. p. 467.
Ditto - -	400 – –	– –	Free schools - - -	Doctor Hall - -	- - Reports of the Commissioners on Municipal Corporations.	—
Ditto - -	78 – –	– –	- ditto - - - -	William Russel -	- - Will in Prerogative Office.	- - He recently bequeathed principal monies for this and other charities.
Ditto - -	56 – –	– –	- - Parochial male and female schools.	Mrs. H. Villiers -	Will, 3 Aug. 1819	- - This endowment is in force.
Ditto - -	50 – –	– –	Charity blue school - -	- - - - -	- - Reports of the Commissioners on Municipal Corporations.	—
Ditto - -	27 – –	– –	- - Roman-catholic college, when established.	Rev. D. Conway -	Will, 3 Sept. 1794.	- - He bequeathed 450 *l.* principal money for this object.
Ditto - -	20 – –	– –	Charity school - -	The Corporation -	- - Reports of Charity Schools, 1730.	—
Ditto - -	6 – –	– –	Lancasterian school -	John F. Thacker -	Will, 5 Oct. 1815	- - He left 100 *l.* for its use.
Ditto - -	6 – –	– –	Female orphan school -	Thomas Westropp	Will, 23 Dec. 1821	- - - ditto.
Ditto - -	6 – –	– –	Protestant free school -	- - ditto - -	- - id. - -	- - - ditto.
Ditto - -	6 – –	– –	Roman-catholic poor school	Rev. D. Conway -	Will, 3 Sept. 1794	- - - ditto.
Ditto - -	4 – –	– –	Charity school - -	Rev. Mr. Moore -	Will - -	- - He gave the interest of 60 *l.* for ever, besides other contributions.
Ditto - -	81 – –	– –	- - St. Michael's and St. Munchin's free schools.	- - - -	- - Second Report of the Commissioners of Public Instruction.	—
Six-mile Bridge -	6 – –	– –	School - - - -	William Russel -	- - Will in Prerogative Office, Dublin.	- - He bequeathed 100 *l.* principal money for its use.
Parochial clerical endowments as before.	74 4 –	– –	Parish schools - -	- - - - -	- - -	- - Same observation as at "COUNTY ANTRIM."

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF LIMERICK—*continued.*						
CHARITIES GENERALLY:	£. s. d.	A. R. P.				
Limerick	405 – –	– –	– – – – –	Mrs. Banks	– – Will. See Parliamentary Papers, 1824, v. xxi. p.464.	– – She bequeathed 6,764 *l.* principal money to trustees to lay out for charitable purposes, at their discretion.
Ditto	24 – –	– –	– – – – –	Alice Craven	– – Will. See id., p. 468.	– – Of this bequest 20 *l.* is annually paid to a school in Limerick.
Ditto	52 – –	– –	– – – – –	Miles Jackson	– – Will. See id., p. 468.	– – In force.
TOTAL – – £.	2,355 7 3	5 0 0	– – Exclusive of Mrs. Rebecca Clarke's bequests for apprenticing Protestant children.			
COUNTY OF LONDONDERRY:						
DIOCESAN SCHOOL:						
Londonderry	705 9 2	– –	School – – – –	– – Irish Society and London companies.	– – –	This may be voluntary.
Ditto	150 – –	– –	ditto – – – –	– – Bishop of Derry and his clergy.	—	——
Ditto	20 – –	– –	ditto – – – –	The corporation.	—	——
Ditto	16 – –	– –	– – – – –	– – –	– – –	Reputed value of the ground attached.
CHARTER SCHOOLS:						
Ballykelly	– – –	40 0 0	Protestant school – –	Earl of Tyrone	Reports of Charter Schools, 1759.	Endowed about a century since.
Camus	– – –	22 0 0	– – ditto – – –	William Richardson	Id. 1738.	– – These lands were subjected to a small acreable rent.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Agherton	30 – –	– –	– – ditto – – –	– – –	– – –	In full operation.
Camus	20 – –	– –	– – ditto – – –	– – –	– – –	– – ditto.
Cumber	20 – –	– –	– – ditto – – –	– – –	– – –	– – ditto.
Drumachose	20 – –	– –	– – ditto – – –	– – –	– – –	– – ditto.
Faughanvale	20 – –	– –	– – ditto – – –	– – –	– – –	– – ditto.
Kilrea	34 – –	– –	– – ditto – – –	– – –	– – –	– – ditto.
Lissan	40 – –	– –	– – ditto – – –	– – –	– – –	– – ditto.
EDUCATION GENERALLY:						
Agherton	10 – –	2 0 0	School – – –	John Cronine	– – –	– – I cannot at present ascertain whether this annuity is voluntary.
Camus	32 – –	– –	ditto – – – –	Earl of Abercorn	– – Reports on Schools, 1788.	– – Endowed in 1666.
Killowen	60 – –	– –	ditto – – – –	Mr. Chyle	– – Second Report of Commissioners of Public Instruction.	——
Magherafelt	175 – –	– –	– – Boys' school, without religious distinction.	Mr. Hugh Rainey	Will, 1707	– – I cannot at present ascertain when the rental of this endowment was so calculated.
Parochial clerical endowments, as before.	179 – –	– –	Parish schools – –	– – – –	– – –	– – Same observation as at the "COUNTY ANTRIM."
CHARITIES GENERALLY:						
Londonderry	18 – –	– –	– – – – –	John Mitchelbourne	Will – –	– – He bequeathed 300 *l.* principal money. The will has been litigated.
TOTAL – – £.	1,549 9 2	64 0 0	– – Exclusive of some revenues, at present unascertained, attaching to the localities of Coleraine, Londonderry, Magherafelt and Muff.			
COUNTY OF LONGFORD:						
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Granard	20 – –	– –	Protestant school – –	– – –	– – Second Report of the Commissioners of Public Instruction.	——
Killashee	20 – –	– –	– – ditto – – –	– – –	– – id.	——
Templemichael	20 – –	– –	– – ditto – – –	– – –	– – id.	——
EDUCATION GENERALLY:						
Clonquish	66 – –	– –	School – – – –	– – –	– – id. – –	– – This is the annual amount of an endowment. In full operation.
St. Johnstown	– – –	60 0 0	ditto – – – –	Sir Walter Raleigh	Reports on Education, 1809, &c.	– – This endowment is not, I apprehend, in operation.
Killoe	2 – –	– –	Female school – –	– – –	– – Second Report of the Commissioners of Public Instruction.	——
Templemichael	10 – –	– –	National school – –	Rev. M. O'Beirne	Will – –	In operation.
Ditto	10 – –	– –	Protestant day school –	Mr. Edgeworth	Will – –	– ditto.
Parochial clerical endowments, as before.	133 – –	– –	Parish schools – –	– – –	– – –	– – Same observation as at the "COUNTY ANTRIM."
TOTAL – – £.	281 – –	60 0 0	– – Exclusive of some revenues, at present unascertained, but referring to the town of Longford.			

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF LOUTH:						
CHARTER SCHOOLS.	£. s. d.	A. R. P.				
Dundalk	- - -	- - -	Protestant schools	- - - -	- - -	- - See the observation at "Killenchy" in the tabular sheet of the county Down.
Dungodly	- - -	10 0 0	- - ditto - - -	Mr. Simpson	- - Reports of Charter Schools, 1737.	
County Louth	303 - -	- -	- - ditto - - -	Dean Stuart	Will, 1774	- - This bequest came into operation in 1789.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Ardee	32 - -	- -	Protestant schools - -	- - - -	- - Second Report of Commissioners of Public Instruction.	In full operation.
Collon	60 - -	- -	- - ditto - - -	- - - -	- - id. - -	- - ditto.
Drogheda	280 - -	- -	- - ditto - - -	- - - -	- - id. - -	- - ditto.
Dundalk	55 7 8	- -	- - ditto - - -	- - - -	- - id. - -	- - ditto.
Louth	30 - -	- -	- - ditto - - -	- - - -	- - id. - -	- - ditto.
EDUCATION GENERALLY:						
Ardee	- - -	1 0 0	English school - -	- - - -	Reports on Education, 1809, &c.	
Drogheda	18 9 3	- -	- - Apprenticing freemen's children.	- - Rev. Dr. Cox, dean of Ferns.	- - -	This bequest is in force.
Ditto	16 - -	- -	Schools - - - -	Mrs. Browne	- - -	- - This is a recent bequest of 400 *l.* Grand Canal stock for this object.
Ditto	10 10 -	- -	Parochial school - -	The corporation	- - -	- - In full operation.
Dundalk	- - -	1 0 0	- - Classical school for the sons of freemen.	- - ditto - -	Reports on Education, 1809, &c.	
Ditto	50 - -	- -	Ditto - - - -	Lord Roden	- - -	- - This annuity was granted by the ancestor of the present Lord Roden, in consideration of the corporation of Dundalk giving him a large portion of the commons, theretofore appertaining to the town.
Parochial clerical endowments, as before.	198 - -	- -	Parish schools - -	- - - -	- - -	- - Same observation as at the "COUNTY ANTRIM."
TOTAL - - £.	1,053 6 11	12 0 0				
COUNTY OF MAYO.						
CHARTER SCHOOLS:						
Ballinrobe	- - -	34 0 0	Protestant school -	James Cuff - -	- - Reports of Charter Schools, 1759.	- - These lands were subjected to a small acreable rent.
Minola	- - -	10 0 0	- - ditto - - -	Sir John Browne -	- - id. - -	
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Ballysakerry	20 - -	- -	- - ditto - - -	- - - -	- - -	In operation.
Killalla	30 - -	- -	- - ditto - - -	- - - -	- - -	- ditto.
EDUCATION GENERALLY:						
Burrishoole	30 - -	- -	School - - - -	Rev. Mr. Vesey -	Will - -	- - In full force. He bequeathed 600 *l.* for building and supporting this school.
Ditto	12 - -	- -	ditto - - - -	Sir Neal O'Donnel	- - -	
Castlebar	20 - -	- -	Classical school - -	Lord Lucan - -	Reports on Education, 1809, &c.	- - He gave 200 *l.* for this purpose.
Ditto	18 - -	- -	- - ditto - - -	Rev. Mr. Gordon -	Report on Schools, 1788.	
Frankfort	52 10 -	- -	Protestant charity school -	Dr. Valentine -	Reports on Education, 1809, &c.	
Ditto	- - -	2 2 0	- - - ditto - -	Bishop of Killala -	- - id.	
Parochial clerical endowments, as before.	60 - -	- -	Parish schools - -	- - - -	- - -	- - Same observation as at the "COUNTY ANTRIM."
CHARITIES GENERALLY:						
Hollymount	6 - -	- -	- - - - -	Mrs. M. Ladovize -	Will, 1806.	
TOTAL - - £.	248 10 -	46 2 0	- - Exclusive of some revenues, at present unascertained, but attaching to the localities of Castlebar, Hollymount, Kilcommon and Newport-Pratt.			
COUNTY OF MEATH:						
CHARTER SCHOOLS:						
Ardbraccan	- - -	2 0 0	Protestant school - -	Bishop of Meath -	Reports of Charter Schools, 1759.	This endowment was made in 1745.
Trim	50 - -	8 0 0	- - ditto - - -	Lord Mornington -	- - id. - -	
Ditto	- - -	13 0 0	- - ditto - - -	Corporation of Trim	- - id. - -	This establishment has gone to ruin.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Kilskeer	20 - -	- -	- ditto - - -	- - - -	- - -	In present operation.
Slane	20 - -	- -	- - ditto - - -	- - - -	- - -	- - ditto.

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF MEATH—*continued.*						
EDUCATION GENERALLY:	£. s. d.	A. R. P.				
dbraccan - -	5 - -	- -	Free schools - - -	Rev. Mr. Branigan, parish priest.	Will - - -	- - In present operation.
hboy - - -	12 - -	- -	- - Apprenticing Protestant children.	John Tandy - -	Will, 26 Mar. 1783	——
lorard - -	- - -	1 0 0	Parish school - - -	Lady Jane Loftus -	- - -	- - In present operation.
owth - - -	247 10 -	38 0 0	- - Supporting widows and orphans, as also a Sunday school.	Lord Netterville -	Will, 17 Dec. 1812, in Prerog. Office.	- - He also bequeathed the castle and offices of Dowth for this establishment.
las - - -	10 - -	- -	School - - - -	Rev. Mr. Russel -	Will - - -	- - This endowment was in operation in 1826, and I presume continues so to be.
avan - - -	900 - -	- -	Free school - - -	Alderman Preston -	Will, 1686 -	- - He granted estates, which were rented, in 1806, at 1,465 *l.* 15 *s.* per annum, for the support of this school, and of one at Ballyroan, in the Queen's County, to which latter county the balance is assigned. It is to be observed, that the Second Report of the Commissioners of Public Instruction states the total rental for these schools as but 600 *l.* per annum.
itto - - -	- - -	30 0 0	- ditto - - - -	- - Corporation of Navan.	- - Deed of 1776, Reports on Education, 1809, &c.	——
ldcastle - -	750 - -	- -	- - Protestant and Catholic schools.	Laurence Gilson -	- - -	- - This endowment is in full operation. The property bequeathed was reputed, in 1824, to be 20,000 *l.*
reen - - -	9 4 7	- -	Roman-catholic school -	- - - - -	Will - - -	- - This bequest is in operation.
ounty Meath, generally.	80 - -	- -	- - Apprenticing Protestant children to Protestant masters.	- - Bishop Stearne and Dr. Chetwood.	Wills, 1741.	——
arochial Clerical Endowments, as before.	134 - -	- -	Parish schools - -	- - - - -	- - -	- - Same observation as at the "COUNTY ANTRIM."
CHARITIES GENERALLY:						
addenstown -	15 - -	- -	- - - - - -	Rev. William Tew	- - Will, 1830, in Prerog. Office.	- - He left 250 *l.* for its use.
amullen - -	- - -	18 0 0	- - - - - -	Lord Germanston -	- - -	- - An ancient endowment.
TOTAL - - £.	2,252 14 7	110 0 0	- - Exclusive of some revenues, at present unascertained, but attaching to the localities of Drogheda; Mr. Ralphson's bequest to Kells, Mr. Benson's to Stamullen, Sir John Rawdon's to Rathmolyon, Mr. Keogh's schools at Ratoath, and the Diocesan school at Trim.			
COUNTY OF MONAGHAN:						
EDUCATION GENERALLY:						
arrickmacross -	70 - -	- -	Grammar school - -	Lord Weymouth -	- - Reports on Education, 1809, &c.	- - Thus endowed by a charge on lands, in 1611.
astleblam - -	20 - -	- -	Day school - - -	Edward Lucas -	- - id. - -	- - Left by will in 1758.
onagh - -	13 10 -	- -	Poor school - - -	Rev. Wm. Maxwell	Will, 25 Mar. 1818.	——
lonaghan - -	130 - -	- -	Classical school - -	- - - - -	- - Second Report of the Commissioners of Public Instruction.	- - In full operation.
itto - - -	38 15 6	- -	Day schools - - -	William Cairnes -	Will - - -	- - - ditto.
yhallon - -	13 10 -	- -	Poor school - - -	Rev. Wm. Maxwell	Will, 25 Mar. 1818.	——
itto - - -	3 - -	- -	Day schools - - -	Captain Richardson	- - Reports on Education, 1809, &c.	——
TOTAL - - £.	288 15 6	- -				
QUEEN'S COUNTY:						
EDUCATION GENERALLY:						
allyroan - -	565 15 -	- -	School - - - -	Alderman Preston -	- - Reports on Education, 1809, &c.	- - He granted estates by deed of 1686, as mentioned at "Navan," in the COUNTY MEATH table. The Second Report of the Commissioners of Public Instruction states but 55 *l.* 7 *s.* 8 *d.* allocated to this establishment.
ountmellick -	40 - -	- -	Quaker's provincial school	Mrs. Dawson -	Will, about 1812.	——
itto - -	27 13 10	- -	- - - ditto - -	John Dawson Coates	Will, 11 Mar. 1796.	——
itto - - -	24 - -	- -	- - - ditto - -	William Corlett -	Will, about 1819	- - He bequeathed 400 *l.* for its use.
itto - - -	6 - -	- -	- - - ditto - -	Margery Verner -	- - Will, 25 Aug. 1834, in Prerog. Office, Dublin.	- - She left 100 *l.* for its use.
itto - - -	3 - -	- -	- - - ditto - -	- - Elizabeth Chamberlayne.	Will, 13 Mar. 1802	- - She left 50 *l.* to trustees for this object.
itto - - -	6 - -	- -	- - - ditto - -	Ruth Inman -	Will, about 1814	- - She bequeathed 100 *l.* for its use.
[illegible]	17 - -	- -	Parish schools - -	- - - - -	- - -	- - Same observation as at the "COUNTY ANTRIM."
CHARITIES GENERALLY:						
astlemarket - -	100 - -	- -	- - - - - -	Patrick Dillon -	Will, 1831 -	- - The testator charged this annuity on the lands of Castlemarket.
TOTAL - - £	789 8 10	- -	- - Exclusive of some revenues, at present unascertained, but attaching to the free schools at Portarlington, Lady Lanesborough's charity school at Abbey-Leix, Woodbrook school, &c.			

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF ROSCOMMON:						
Diocesan Schools:	£. s. d.	A. R. P.				
Elphin	25 – –	– – –	Grammar school	Dr. Hodgson, a former bishop of Elphin.	Reports of Schools, 1788.	He bequeathed, in 1685, certa lands in the County Cavan for t purpose, the rental of which was turned, in 1788, as here stated.
Charter Schools:						
Athlone Roscommon	1,748 2 6	– –	Protestant schools	Lord Ranelagh	Reports on Education, 1809, &c.	This endowment was by the will Lord Ranelagh in 1760. The pe formance and management of the tru is regulated by a special Act of Pa liament, 33 Geo. 2, c. 1, Private.
School on Erasmus Smith's Foundation:						
Ballintobber	20 – –	– –	ditto	– – – –	– – –	In present operation.
Education Generally:						
Athlone	20 – –	– –	Free school, for freemen's sons.	William Handcock	Will, 1705	This bequest appears to be in force *See* Reports on Education, 1809, &c.
Boyle	120 – –	– –	School for boys of the town and barony of Boyle.	Lord Kingston	Deeds, 19 & 20 Dec. 1693.	
Elphin Diocese	118 – –	– –	Schools in the see of Elphin	Rev. Edward Nicholson.	Reports on Education, 1809, &c.	
Parochial Clerical Endowments, as before.	78 – –	– –	Parish schools	– – – –	– – –	Same observation as at th "County Antrim."
Total £.	2,129 2 6	– –				
COUNTY OF SLIGO:						
Charter School:						
Sligo	– – –	4 0 0	Protestant school	Owen Wynne	Reports of Charter Schools, 1759, &c.	
Schools on Erasmus Smith's Foundation:						
Calrey	100 – –	– –	ditto	– – – –	Second Report of the Commissioners of Public Instruction.	In full operation.
Dranard	20 – –	– –	ditto	– – – –	id.	ditto.
Sligo	250 – –	16 0 0	ditto	– – –	Reports on Education, 1809, &c.	I cannot at present say whether this grant from the fund of Erasmus Smith's Charity did not, when reported, include the 100 *l.* mentioned at Calrey. It is, however, to a great extent immaterial, as the total of all funds here stated as allowed will be found in the penultimate part as allocated, deducted from the total income of that Board.
Education Generally:						
Castle Connor	20 – –	– –	School	Rev. Mr. Valentine	– – –	In full operation.
Parochial Clerical Endowments, as before.	14 – –	– –	Parish schools	– – – –	– – –	Same observation as at the "County Antrim."
Charities Generally:						
Sligo	35 – –	– –	– – – – –	Adam Ormsby	Will	This bequest was reported in 1824 as litigated, and I cannot now state whether it is in force.
Ditto	18 – –	– –	– – – – –	William Draper	Will	In operation, after suit instituted.
Total £.	457 – –	20 0 0	Exclusive of some revenues, at present unascertained, but attaching to the locality of Knocknaree.			
COUNTY OF TIPPERARY:						
Charter Schools:						
Cashel	18 – –	– –	Protestant school	Archbishop Price	Reports of Charter Schools, 1759.	
Ditto	30 – –	– –	ditto	Richard Price	id.	
Ditto	30 – –	– –	ditto	William Palliser	id.	
Ditto	– – –	22 0 0	ditto	Corporation of Cashel.	id.	He bequeathed 600 *l.* for its perpetual support.
Clonmel	150 – –	– –	ditto	John Dawson	id.	These lands were given for 99 years, and the school opened in 1751. He bequeathed an estate valued at 82 *l.* per annum, in 1759, and also left 500 *l.* to purchase more land for the support of this establishment.
Ditto	– – –	24 2 0	ditto	Sir Charles Moore	id.	These lands were subjected to a small rent.
Kilvolane	10 – –	– –	ditto	– – – –	Second Report of the Commissioners of Public Instruction.	

LOCALITIES.	ANNUAL Income. £. s. d.	Acreable Possessions. A. R. P.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF TIPPERARY—*continued.*						
CHARTER SCHOOLS—*continued.*						
Fethard	24 – –	– –	Protestant school	Rev. Morgan Nickey	Reports of Charter Schools, 1759.	He bequeathed 400 *l.* for its use. It was established in 1750.
Ditto	– – –	42 0 0	ditto	Corporation of Fethard.	id.	
Newport	– – –	20 0 0	ditto	Lord Jocelyn	id.	This land was subjected to a small rent.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Cahir	34 – –	– –	ditto	– – –	– – –	In full operation.
Killcooley	20 – –	– –	ditto	– – –	– – –	ditto.
Moyalliffe	20 – –	– –	ditto	– – –	– – –	ditto.
Templemore	20 – –	– –	ditto	– – –	– – –	ditto.
Tipperary	60 – –	– –	ditto	– – –	– – –	ditto.
EDUCATION GENERALLY:						
Ballingarry	– – –	2 0 0	School	– – –	Reports on Education, 1809, &c.	
Ballintemple	6 – –	– –	ditto	Rev. Morgan Nickey	id.	
Ballymacky	6 – –	– –	ditto	Lady Cole	id.	This endowment took place in 1724, and is in operation.
Ballynure Doone Dunohill Templeoneiere	6 – –	– –	Schools	Rev. J. Doherty	Report of Charity Schools, 1721.	He left 100 *l.* for this object.
Carrick	62 – –	– –	Protestant school	Countess of Tyrone	Id. 1730	She bequeathed 1,036 *l.* to be laid out at interest for this purpose.
Clonmell	700 – –	– –	Free school	Richard Moore	Reports on Education, 1809, &c.; and Reports of Commissioners of Municipal Corporations.	This endowment took place in 1685, when 400 acres were left for its accomplishment, the rental of which has been so estimated.
Ditto	8 – –	– –	School	Mrs. Pomeroy	Will, 1707	In full operation.
Ditto	7 – –	– –	Charity school	Dr. Ladyman	Will	ditto.
Ditto	3 – –	– –	Orphan school	Rosanna Carrigan	Will, 1824	She bequeathed 50 *l.* for its use.
Ditto	3 – –	– –	School	Anne Cooke	Will	In full operation.
Fethard	10 – –	– –	Protestant free school	Mr. Barton.	—	
Ditto	10 – –	– –	Parish school	Rev. Morgan Nickey	Reports on Education, 1809, &c.	He left 200 *l.* to be laid out at 5 per cent. interest for this purpose.
Littleton	– – –	2 0 0	School	– – –	id.	
Mogorbane	– – –	1 2 0	ditto	Mr. Jacob	– – –	In full operation.
Thurles	53 11 9	– –	Roman-catholic schools	Dr. Bray, R. C. Archbishop of Cashel.	Second Report of the Commissioners of Public Instruction.	
Parochial Clerical Endowments, as before.	149 – –	– –	Parish schools	– – –	– – –	Same observation as at the "COUNTY ANTRIM."
CHARITIES GENERALLY:						
County Tipperary	28 – –	– –	– – – –	Robert Lowe	Parl. Papers, 1824, vol. xxi. p. 466.	This bequest was, however, litigated at the time of this Report.
TOTAL £.	1,467 11 9	114 0 0	Exclusive of some revenues, at present unascertained, but referable to Templemore, Mr. Wright's schools at Cashel, Colonel Pennefather's at St. Johnstown, &c.			
COUNTY OF TYRONE:						
SCHOOL OF ROYAL FOUNDATION:						
Dungannon	– – –	1600 0 0	Free school	– – –	Reports on Education, 1809, &c.	This statement is according to English admeasurement, and a great proportion of the total is, I believe, bog. In 1810 it was leased, as far as my notes state, for 21 years, to the son of the master of the school, at the annual rent of 796 *l.* 12 *s.*
CHARTER SCHOOLS:						
Ardboe	– – –	1 0'0	Protestant school	Stewart Blacker	Reports of Charter Schools, 1738.	
Castle Caulfield	– – –	1 0 0	ditto	Rev. Mr. Vincent	Id. 1759	Established in 1736.
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Badony	20 – –	– –	ditto	– – –	– – –	In full operation.
Ballyclog	20 – –	– –	ditto	– – –	– – –	ditto.
Clogher	60 – –	– –	ditto	– – –	– – –	ditto.
Drumglass	20 – –	– –	ditto	– – –	– – –	ditto.
Killdress	20 – –	– –	ditto	– – –	– – –	ditto.
Killishall	30 – –	– –	ditto	– – –	– – –	ditto.
EDUCATION GENERALLY:						
Clogher	100 – –	– –	Free school	Bishop Garnet	Reports on Education, 1809, &c.	This bequest has never been acted upon.
Ditto	30 – –	– –	ditto	Bishop Leslie	id.	ditto.

(*continued*)

LOCALITIES.	ANNUAL Income.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF TYRONE—*continued.*						
EDUCATION GENERALLY—*continued.*						
	£. s. d.	A. R. P.				
Dungannon	16 – –	– – –	Schools	Joseph Goff	– – Will in Prerog. Office, Dublin.	– – He left 400 *l.* in 4 per cents. for this purpose.
Newtown-Stewart	– – –	1 0 0	School	Lord Mountjoy.	—	—
Strabane	32 – –	– – –	Boy's school	J. Hamilton	Will	– – This endowment was charged upon lands in the county Tipperary.
Parochial Clerical Endowments, as before.	124 – –	– – –	Parish schools	– – –	– – –	– – Same observation as at the "COUNTY ANTRIM."
CHARITIES GENERALLY:						
Tyrone	36 – –	– – –	– – – – –	Rev. Wm. Burke	Will, 24 Sep. 1818	– – He bequeathed 600 *l.* principal money for this purpose.
TOTAL £.	508 – –	1603 0 0				
COUNTY OF WATERFORD:						
CHARTER SCHOOLS:						
Killoteran	– – –	26 0 0	Protestant school	– – Corporation of Waterford	– – Reports on Education, 1809, &c.	– – So endowed in 1744.
Waterford	6 – –	– – –	– – ditto	Lord Fortescue	– – Reports of Charter Schools, 1759.	—
SCHOOL ON ERASMUS SMITH'S FOUNDATION:						
Tallow	20 – –	– – –	– – ditto	– – –	– – Second Report of the Commissioners of Public Instruction.	In full operation.
EDUCATION GENERALLY:						
Affane	20 – –	– – –	School	Mr. Mayner	– – id.	– – ditto.
Duncannon	10 – –	– – –	– – ditto	– – –	– – id.	– – ditto.
Dungarvan	60 – –	– – –	– – ditto	Piers Barron	– – –	– – Such is the endowment reported by the Commissioners of 1826. Those of 1835 state it as but 30 *l.* per annum.
Lismore	30 – –	0 2 0	– – ditto	Earl of Cork	– – id.	In full force.
Newtown	12 – –	– – –	– – ditto	John Pim	Will in 1811.	—
Ditto	18 – –	– – –	– – ditto	William Harvey	Will, 30 Dec. 1807	He left 300 *l.* for this object.
Stradbally	30 – –	– – –	– – ditto	Piers Barron	– – id.	– – ditto.
Tramore	10 – –	– – –	– – ditto	Mrs. Quin	Will.	—
Ditto	2 10 –	– – –	To purchase school-books	Patrick Meany	Will, 2 Sept. 1816.	—
Waterford	2,547 3 3	– – –	City male free-school	Bishop Foy	– – Reports on Education, 1809, &c.	– – This was the rental of its 1,400 acres in 1812. The charity is regulated by an Act of Parliament, 1 Geo. 2, c. 1. Private.
Ditto	100 – –	– – –	Corporation School	Bishop Milles	– – id.	—
Ditto	60 – –	– – –	Female school	John Mason	Will in 1738	—
Ditto	60 – –	– – –	Female blue school	Mr. Alcock	– – Will in 1784. Reports on Education, 1809, &c.	—
Ditto	60 – –	– – –	Protestant school for girls	Mrs. Mary Mason.	—	—
Ditto	50 – –	– – –	A grammar school	The Corporation	– – Reports on schools, 1788.	In full operation.
Ditto	16 – –	– – –	Apprenticing poor boys	Bishop Foy	– – Report of Charity Schools, 1731.	—
Ditto	15 – –	– – –	Corporation school	– – –	– – Reports on Education, 1809, &c.	An exhibition in Trinity College.
Ditto	6 – –	– – –	Sunday school	Mrs. Marg. White	Will, 7 Nov. 1811	She left 100 *l.* for its use.
Ditto	6 – –	– – –	Protestant orphan school	Alderman Morgan	Will, 20 Nov. 1826, in Prerog. Office.	He left 100 *l.* for this purpose.
Ditto	6 – –	– – –	– – ditto	Mrs. Rebecca Fell	Will, 5 Nov. 1828, in Prerog. Office.	She made a similar bequest.
Ditto	3 – –	– – –	School of industry	Mrs. Alcock	Will in 1790.	—
Ditto	3 – –	– – –	Sunday school	Miss Alice Quin	Will, 3 May 1795, in Prerog. Office.	—
Ditto	2 12 6	– – –	– – ditto	Urith Paul	Will, 28 July 1810, in Prerog. Office.	—
Youghal	60 – –	– – –	School	Earl of Cork.	—	—
Parochial Clerical Endowments, as before.	54 – –	– – –	Parish schools	– – –	– – –	– – Same observation as at the "COUNTY ANTRIM."
CHARITIES GENERALLY:						
Waterford	500 – –	– – –	– – – –	Dr. Downes	– – Reports of the Commissioners of Municipal Corporations.	—
Ditto	420 – –	– – –	– – – –	James Fanning	– – –	He left 7,000 *l.* for charitable uses.
Ditto	300 – –	– – –	– – – –	Mrs. Mary Power	– – –	– – She made a similar bequest of 6,000 *l.*, of which 1,000 *l.* was expended in buildings.
Ditto	156 – –	– – –	– – – –	Bishop Chenevix	– – id.	—
TOTAL £.	4,643 5 9	26 2 0	– – Exclusive of some revenues, at present unascertained, but referable to Mr. Spence's school at Dungarvan, and some attaching to the locality of Youghal.			

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF WESTMEATH:						
DIOCESAN SCHOOL:						
Mullingar	£. s. d. 80 – –	A. R. P. – –	Free school		--Second Report of the Commissioners of Public Instruction.	--The Commissioners, however, report that this, although intended as a free school, is not so.
CHARTER SCHOOLS:						
Kilkenny West	– – –	20 0 0	Protestant school	General Napper	--Report of Charter Schools, 1738.	--This land was leased to the Incorporated Society for ever, at a peppercorn rent.
EDUCATION GENERALLY:						
Castletown, Kindelan.	– – –	2 0 0	School	Mr. Malone	--Second Report of the Commissioners of Public Instruction.	--In full operation.
Christchurch	60 – –	– –	Charity school	– – – –	--Report of Charity Schools in 1721.	--I cannot trace this locality in Westmeath, but the authority states it so, that it was founded in 1713, and that the endowment mentioned was made chargeable on impropriate tithes.
Farra	3,102 5 6	– –	--Partly an hospital and partly a Protestant school.	Andrew Wilson	--Reports on Education, 1809, &c.	--Mr. Wilson left lands for these objects, the rental of which was in 1809 as stated.
Fore	9 9 –	– –	Day schools	Colonel Monk	Will	--In full operation.
Mount Temple	18 – –	– –	Poor schools	Rev. W. Maxwell	Will, 25 Mar. 1818	– – – ditto.
Ditto	18 – –	– –	Ditto	Robert Temple	Will	--He bequeathed 400 *l.* to build and endow such schools.
Mullingar	20 – –	– –	--A Roman-catholic female poor school.	Mrs. Judith Rush	Will, 28 Apr. 1817	--Her bequests have been more particularly alluded to in my evidence.
Parochial Clerical Endowments, as before.	71 – –	– –	Parish schools	– – – –	– – –	--Same observation as at "COUNTY ANTRIM."
CHARITIES GENERALLY:						
Mullingar	60 – –	– –	– – – – –	Mrs. Judith Rush	Will, 28 Apr. 1817	--She bequeathed 1,000 *l.* conditionally for general charitable purposes, which sum has been recovered on suit.
County Westmeath	18 – –	– –	– – – – –	Mr. Warren	– – –	--This appears in the case of the Commissioners of Charitable Donations against Warren, in Chancery, 17th June 1829.
TOTAL £.	3,456 14 6	22 0 0	--Exclusive of some revenues, at present unascertained, but referable to Mr. St. George's proposed school at Athlone, and to Lord Netterville's at Ballymore.			
COUNTY OF WEXFORD:						
CHARTER SCHOOLS:						
Camolin	– – –	1 0 0	Protestant school	Earl of Anglesea	--Report of Charter schools, 1733.	--He also demised 20 acres, at a trifling rent, for this establishment.
Enniscorthy	– – –	2 0 0	– – ditto	Earl of Portsmouth	--Report of the Incorporated Society, &c. 1759.	——
New Ross	20 – –	2 0 0	– – ditto	The Corporation	– – Reports of Schools, 1788.	——
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Enniscorthy	52 – –	– –	– – ditto	– – – –	– – –	--In full operation.
Ferns	20 – –	– –	– – ditto	– – – –	– – –	– – ditto.
Newtown Barry	30 – –	– –	– – ditto	– – – –	– – –	– – ditto.
Rossdroit	20 – –	– –	– – ditto	– – – –	– – –	– – ditto.
Templeshamboe	20 – –	– –	– – ditto	– – – –	– – –	– – ditto.
Wexford	48 – –	– –	– – ditto	– – – –	– – –	– – ditto.
EDUCATION GENERALLY:						
Ballyane	20 – –	– –	--School without religious distinction.	Mrs. Bolger	--Will, 16 June 1812, in Prerog. Office.	——
Ditto	15 – –	– –	School	Mr. Haughton	– – –	--In full operation.
Enniscorthy	20 – –	– –	Parish school	Lord Portsmouth	--Mason's Parochial Survey, vol. i. p. 352.	--This may be a voluntary allowance.
New Ross	32 – –	2 0 0	Latin school	John Ivory	Deed, 1713	--In full operation.
Ditto	5 – –	– –	Schools	George Cunningham	--Will in Prerogative Office.	--He also left other residuary property for this object, dependent, however, on contingencies.
Ditto	3 3 –	– –	ditto	Mrs. Urith Paul	--Will. 28 July 1810, in Prerog. Office.	——
Newtown Barry	– – –	2 0 0	ditto	– – – –	– – Reports on Education, 1809, &c.	——
Stokestown	50 – –	2 2 0	ditto	Mrs. Urith Paul	--Will, 28 July 1810, in Prerog. Office.	——
Parochial Clerical Endowments, as before.	137 – –	– –	Parish schools	– – – –	– – –	--Same observation as at "COUNTY ANTRIM."

LOCALITIES.	Annual INCOME.	Acreable Possessions.	DEFINED OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
COUNTY OF WEXFORD—*continued.*						
CHARITIES GENERALLY:	£. s. d.	A. R. P.				
County Wexford -	91 - -	- -	- - - - - -	Mrs. Urith Paul -	- - Will, 28 July 1810, in Prerog. Office.	- - She left considerable property for charitable purposes within this county, of which 3,030 *l.* was reported to be in bank in 1824.
Ditto - - -	50 - -	- -	- - - - - -	John Hughes -	Will - -	- - This endowment was charged on lands. The bequest was, however, litigated, and I cannot now state the result.
New Ross - -	115 10 -	- -	- - - - - -	Geo. Cunningham	- - -	- - He left 3,300 *l.* in 3½ per cents. for this object.
TOTAL - - £.	748 13 -	11 2 0	- - Exclusive of some revenues, at present unascertained, but referable to the locality of Tintern, Mr. Grogan's bequest to Wexford, and Mr. J. Fogarty's to New Ross.			
COUNTY OF WICKLOW:						
SCHOOL OF ROYAL FOUNDATION:						
Carysfort - -	- - -	361 0 0	- - - - - -	- - - -	- - Reports of the Commissioners of Education, 1809, &c.	- - This establishment was chartered on 21st August, 4 Chas. 1. The lands were granted to the Corporation of Carysfort in trust for the schoolmaster. It is to be remarked, that in the Second Report of the Commissioners of Public Instruction the net annual amount of this endowment is stated as but 153 *l.*
CHARTER SCHOOLS:						
Arklow - - -	200 - -	- -	Protestant school - -	Miss Bowland -	Will - -	- - This bequest was, on the suppression of the charter schools, claimed by the Commissioners of Charitable Donations, and in their report of 1824 they state their having then recovered 120 *l.* per annum thereof.
Ditto - - -	20 - -	20 0 0	- - ditto - - -	Viscountess Allen	- - Will, about 1742.	- - This annuity was charged on an estate in the County Dublin, and the school established in 1748.
Templestown - -	- - -	41 0 0	- - ditto - - -	Hon. John Temple	- - Report of Incorporated Society, 1737.	——
SCHOOLS ON ERASMUS SMITH'S FOUNDATION:						
Aghold - - -	30 - -	- -	- - ditto - - -	- - - -	- - -	- - In full operation.
Arklow - - -	30 - -	- -	- - ditto - - -	- - - -	- - -	- - ditto.
Delgany - -	20 - -	- -	- - ditto - - -	- - - -	- - -	- - ditto.
Donaghmore - -	30 - -	- -	- - ditto - - -	- - - -	- - -	- - ditto.
Kilpipe - - -	20 - -	- -	- - ditto - - -	- - - -	- - -	- - ditto.
Rathdrum - -	52 - -	- -	- - ditto - - -	- - - -	- - -	- - ditto.
EDUCATION GENERALLY:						
Aghold - - -	- - -	10 0 0	School - - - -	- - Marquis of Rockingham.	- - Reports on Education, 1809, &c.	- - Endowed thus in 1717.
Ashford -	40 - -	2 0 0	Poor school - - -	Mrs. Crofton -	- - Will, 17 Dec. 1825, in Prerog. Office.	- - Of this bequest 10 *l.* per annum was directed to be given to clothe the poor. The testatrix also made a similar bequest in favour of a school in the County Cork, subject, however, to the life use of her husband in the latter instance.
Blessington - -	15 - -	- -	School - - - -	- - Marquis of Downshire.	- - Reports on Education, 1809, &c.	——
Hollywood-Rath -	6 - -	- -	ditto - - - -	Rev. Dan. Jackson	- - id. - -	- - This endowment was by will in 1766; I have, however, some doubt whether this locality is in the County Wicklow.
Wicklow - -	- - -	8 0 0	Free school - - -	- - - -	- - Report of Schools, 1788.	- - This land adjoined the old castle of Wicklow, and was so given by the lord-lieutenant in 1746. A school was kept there for three subsequent years, but I believe none since 1749.
County Wicklow (no particular locality named).	20 - -	- -	Poor orphan school -	Jeffry Waldron -	- - Will, about 1823, in Prerog. Office.	——
Parochial Clerical Endowments, as before.	47 - -	- -	Parish schools - -	- - - -	- - -	- - Same observation as at "COUNTY ANTRIM."
CHARITIES GENERALLY:						
County Wicklow -	63 - -	- -	- - - - - -	Miss Cath. Eaton	- - -	- - This bequest was recovered in 1824.
TOTAL - - £.	593 - -	442 0 0	- - Exclusive of some revenues, at present unascertained but attaching to the localities of Coolkennoo, Carnew and Shillelah.			

CHARITABLE FUNDS designed for EDUCATION in *Ireland*, of a general scope, and not (like the before-mentioned) assignable to a Locality.

Annual INCOME.	Defined OBJECT.	GRANTOR.	EVIDENCE thereof.	OBSERVATIONS.
£. s. d.				
4,392 16 –	- - Protestant schools.	Erasmus Smith	- - Reports on Education, 1809, &c.	- - The total revenue of Erasmus Smith's endowment has been stated as 7,334 *l.* 16 *s.* per annum; of which, about 2,942 *l.* appears to be applied in regular salaries to localities, as stated in the foregoing tables; the residue is therefore available for the general objects of education, according to his plan. The number of acres in the lands allocated for this charity is 7,593. The total number of pupils on all its dependent schools, was returned as 10,990, in the year 1833.
3,300 – –	Charter schools	- - Incorporated Society, &c.	- - -	- - This appears to be the residue of the fixed annual income of this body, available for education, exclusive of the specific appropriations of their funds classified in the foregoing tables. The Parliamentary grants to their establishments have heretofore considerably exceeded a million of money.
1,500 – –	- - Charities generally.	- - Mr. William Burke.	Will, 1834 -	- - He bequeathed 25,000 *l.* to charities, the legal interest of which would give the annuity here stated. I cannot, however, set down how much has been appropriated for the purposes of education.
115 10 –	- - Apprenticing poor boys, and supporting aged persons.	- - Mr. Hugh O'Neill.	Will - -	- - He bequeathed 3,300 *l.*, in Government 3 ½ per cents. for these objects.
61 – –	- - Charities generally.	- - Miss Diana Agar.	- - Will, 1 Aug. 1811.	- - She devised the sum of 2,027 *l.* 19 *s.* 2 *d.*, in the three per cents, for the purposes stated. I cannot here assign how much of this total may have been appropriated to education.
£. 9,369 6 –	- - Exclusive of very large bequests by Joseph Power, of Newtown, in the County Waterford, in 1822; also, exclusive of the bequests of Mr. Macan, formerly of Calcutta, and of Sir Gilbert King, the precise amount of which I cannot at present state.			

TOTAL AMOUNT of CHARITABLE FUNDS designed for Education in *Ireland*, as particularized in the foregoing Tables.

COUNTIES.	Annual INCOME. £.	s.	d.	Acreable POSSESSIONS. A.	R.	P.
Antrim	718	5	9	60	0	0
Armagh	2,510	15	1	56	0	0
Carlow	304	4	–	-	-	-
Cavan	1,262	–	–	-	-	-
Clare	157	–	–	56	2	0
Cork	4,577	–	–	2,147	1	0
Donegal	2,601	–	–	5,968	0	0
Down	1,092	2	8½	71	0	0
Dublin County	4,601	6	7	1	0	0
Dublin City (including Trinity College)	29,913	–	3¼	-	-	-
Fermanagh	979	–	–	3,341	0	0
Galway	138	–	–	101	0	0
Kerry	390	–	–	26	0	0
Kildare	1,358	16	7	61	0	0
Kilkenny	1,785	–	–	23	0	0
King's County	90	5	6	488	0	0
Leitrim	114	10	–	-	-	-
Limerick	2,355	7	3	5	0	0
Londonderry	1,549	9	2	64	0	0
Longford	281	–	–	60	0	0
Louth	1,053	6	11	12	0	0
Mayo	248	10	–	46	2	0
Meath	2,252	14	7	110	0	0
Monaghan	288	15	6	-	-	-
Queen's County	789	8	10	-	-	-
Roscommon	2,129	2	6	-	-	-
Sligo	457	–	–	20	0	0
Tipperary	1,467	11	9	114	0	0
Tyrone	508	–	–	1,603	0	0
Waterford	4,643	5	9	26	2	0
Westmeath	3 456	14	6	22	0	0
Wexford	748	13	–	11	2	0
Wicklow	593	–	–	442	0	0
General Funds, exclusive of the above, and not referable to a locality	9,369	6	–	14,936	1	0
	84,783	12	2¾			
Acreable Possessions, reduced to money	18,216	7	9¼			
TOTAL of the Tables - £.	103,000	–	–			

Of the annual value of 18,216*l.* 7*s.* 9¼*d.* (at perhaps the smallest calculation).

ADDITIONAL ALLOWANCES from the National Board, as returned in 1835, in the Second Report of the Commissioners of Public Instruction, but here classified by Counties.

	£.	s.	d.
Antrim	955	–	–
Armagh	170	–	–
Carlow	311	–	–
Cavan	218	–	–
Clare	70	–	–
Cork	748	–	–
Donegal	178	–	–
Down	645	–	–
Dublin County	455	–	–
Dublin City (including Trinity College)	302	–	–
Fermanagh	120	–	–
Galway	90	–	–
Kerry	97	–	–
Kildare	348	–	–
Kilkenny	181	–	–
King's County	115	–	–
Leitrim	112	–	–
Limerick	218	–	–
Londonderry	225	–	–
Longford	131	–	–
Louth	303	–	–
Mayo	495	–	–
Meath	260	–	–
Monaghan	458	–	–
Queen's County	215	–	–
Roscommon	98	–	–
Sligo	110	–	–
Tipperary	538	–	–
Tyrone	484	–	–
Waterford	152	–	–
Westmeath	191	–	–
Wexford	221	–	–
Wicklow	148	–	–
£.	9,362	–	–

48, Summer Hill, Dublin.

John D'Alton.

Appendix, No. 3.

ADMINISTRATION and COURSE of INSTRUCTION in the ROYAL, DIOCESAN and PRIVATE SCHOOLS, in *Ireland*.

ADMINISTRATION.

NAME of SCHOOL, and SITE.	ENDOWMENT. Foundation.	Acreage.	Rental.	MASTERS (Paid by the Board.) Name.	Appointment.	Annual Salary.	PUPILS, and CHARGES for each. Year.	Boarders.	Day Scholars.	Free.	Total.	——
ROYAL SCHOOLS:		A. R. P.	£. s. d.			£. s. d.						
ARMAGH - - at Armagh, Co. Armagh.	- - Endowed by patent Charles 1st, with the estate of Mountnorris, in the county of Armagh, containing by survey in 1833,	1,514 1 31	1,415 18 –	Rev. Dr. Miller, Ex. F.T.C.D.	- - Appointed by his Grace the Lord Primate, in the year 1817.	400 – –	1830	11	17	4	32	- - Boarders pay 35 guineas per annum; day scholars pay 8 guineas per annum.
				Mr. Mulligan -		150 – –	1831	12	14	4	30	
							1832	11	11	3	25	
							1833	6	9	4	19	
							1834	10	11	5	26	
							1835	10	20	6	36	
							Total	60	82	26	168	
BANAGHER - at Banagher, King's County.	- - Endowed by King Charles the 1st, with an estate in the King's County, containing by survey made in 1817,	306 1 35	259 5 5½	Rev. Dr. Bell, L. L. D.	- - Appointed by the Lord Lieutenant, in the year 1832.	200 – –	1830	21	13	–	34	- - Boarders pay 39 *l.* 18 *s.* per annum; day scholars pay 8 guineas per annum.
							1831	24	15	–	39	
							1832	23	13	–	36	
							1833	20	10	–	30	
							1834	14	12	–	26	
							1835	15	5	–	20	
							Total	117	68	–	185	
CARYSFORT - at Rathdrum, Co. Wicklow.	- - Endowed by King Charles the 1st, with lands in the county of Wicklow, by survey of 1816, (Of these lands, only about 82 acres arable and meadow, the rest coarse mountain, &c.)	361 0 20	153 1 7	Mr. R. Andrews	- - Appointed by the Lord Lieutenant, in the year 1832.	50 – –	1830	–	130	–	130	No charge -
							1831	–	–	–	–	
							1832	–	47	–	47	
							1833	–	66	all	66	
							1834	–	103	all	103	
							1835	–	99	all	99	
							Total	–	445	all	445	
CAVAN - - at Cavan, Co. Cavan.	- - Endowed by King Charles 1st, with lands in the county of Cavan, by survey in 1816,	590 0 11	569 4 –	Rev. W. P. Moore	- - Appointed by the Lord Lieutenant, in the year 1833.	200 – –	1830	6	3	–	9	- - Boarders pay 34 guineas per annum; day scholars pay 8 guineas per annum.
				Mr. S. Lewis -		100 – –	1831	5	5	2	12	
							1832	4	6	–	10	
							1833	8	10	–	18	
							1834	12	19	–	31	
							1835	13	15	–	28	
							Total	48	58	2	108	
DUNGANNON - at Dungannon, Co. Tyrone.	- - Endowed by King Charles the 1st, with lands in the county Tyrone, containing by survey made in 1833,	3,857 1 4	1,491 9 –	Rev. J. Darley -	- - Appointed by his Grace the Lord Primate, in the year 1831.	400 – –	1830	14	12	–	26	- - Boarders pay 45 guineas per annum; day scholars pay 10 guineas per annum.
				Rev. J. A. Wall		100 – –	1831	50	15	8	73	
				Mr. Rorke -		40 – –	1832	52	18	8	78	
				Mr. M'Clelland -		30 – –	1833	54	20	8	82	
				Mr. Monahan -		30 – –	1834	56	24	7	87	
							1835	58	26	7	91	
							Total	284	115	38	437	
ENNISKILLEN - at Enniskillen, Co. Fermanagh.	- - Endowed by King Charles 1st, with lands in the county Fermanagh, containing by survey made in 1816,	3,435 2 14	2,119 11 5	Rev. Dr. O'Beirne	- - Appointed by the Lord Lieutenant, in the year 1820.	500 – –	1830	28	19	1 b. 3 d.s.	51	- - Boarders pay 34 guineas per annum; day scholars pay 6 guineas per annum. English taught for 4 guineas.
				Rev. C. Weir -		250 – –	1831	27	31	4 d.s.	62	
				Mr. J. Stamer -		100 – –	1832	23	30	1 d.s.	54	
							1833	13	32	6 d.s.	51	
							1834	13	36	6 d.s	55	
							1835	14	36	3 b. 7 d.s.	60	
							Total	118	184	4 b. 27 d.s	333	
RAPHOE - - at Raphoe, Co. Donegal.	- - Endowed by King Charles 1st, with land in the county of Donegal, containing by survey made in 1816, (Almost all mountain; the arable parts are tilled as much as they can bear.)	6,827 0 1	461 10 9	Rev. J. Irwin -	- - Appointed by the Lord Lieutenant, in the year 1814.	350 – –	1830	23	19	3	45	- - Boarders pay 30 guineas per annum; day scholars pay 4 guineas per annum.
							1831	21	7	3	31	
							1832	22	6	3	31	
							1833	20	8	3	31	
							1834	19	8	2	29	
							1835	8	6	2	16	
							Total	113	54	16	183	
SCHOOLS OF PRIVATE FOUNDATION:												
BANDON - - at Bandon, Co. Cork.	- - Endowed by the Earl of Cork and Burlington, in the year 1610, with a rent-charge of 20 *l.* per annum on the estate of the founder. A voluntary addition of 20 *l.* per annum was made by the Duke of Devonshire, who built a house for the master.	- - -	- - -	Rev. J. Browne, L. L. D.	- - Appointed by his Grace the Duke of Devonshire, in the year 1826.	40 – –	1830	26	34	2	62	- - Boarders pay 40 guineas per annum; day scholars pay 8 guineas per annum.
							1831	24	36	1	61	
							1832	28	35	2	65	
							1833	22	34	2	58	
							1834	24	30	2	56	
							1835	25	35	3	63	
							Total	149	204	12	365	
EYRECOURT - at Eyrecourt, Co. Galway.	- - Endowed by the Rev. Richard Banks, with the interest of 700 *l.*, at 3½ per cent.	- - -	- - -	Mr. L. L. Quinlan	- - Appointed by the trustees of the Lord Bishop of Clonfert, now of Killaloe, in the year 1821.	28 15 7	1830	–	21	3	24	- - Day scholars pay 3 *l.* per annum.
							1831	–	21	3	24	
							1832	–	20	3	23	
							1833	–	10	2	12	
							1834	–	10	2	12	
							1835	–	11	2	13	
							Total	–	93	15	108	
KILKENNY - - at Kilkenny, Co. Kilkenny.	- - Endowed with 140 *l.* per annum, rent-charge on the estates of the Earl of Ormond.	- - -	- - -	Rev. Wm. Baillie, L. L. D.	- - Appointed by the Provost & Board of Trinity College, Dublin, in the year 1820.	140 – – late currency.	1830	30	21	–	51	- - Boarders pay 40 guineas per annum; day scholars pay 6 guineas per annum.
							1831	30	21	–	51	
							1832	30	21	–	51	
							1833	30	21	–	51	
							1834	30	21	–	51	
							1835	30	21	–	51	
							Total	180	126	–	306	

COURSE OF INSTRUCTION.

CLASSICAL.				SCIENTIFIC.			GENERAL.	SCHOOL HOURS.		REMARKS.
Greek.	Latin.	Modern Languages.	Composition.	Mathematics.	Logics.	Arithmetic.		Morning.	Evening.	
- - Sophocles, Euripides, Homer, Lucian, Xenophon, Greek Testament, Anthologia Græca, Huntingford's Introduction to Greek Metres, Valpy's Grammar.	- - Horace, Virgil, Livy, Juvenal, Sallust, Terence, Scriptores Romani, the De Fide, Electa Ex Ov. et Tibul., Ov. Metamorph., Selectæ e prof. Tursellini, Cornelius Nepos, Swaine's Sentences, Historia Antiqua, Exempla Minora, Eton Grammar, Alvary's Prosody.	- - French, Italian and German, if required, at 6 guineas per annum.	- - Greek and Latin themes in verse, with exercises and translations.	- - Euclid, Bridge's Algebra.	- - -	Gough's, &c. -	- - Writing, drawing, dancing, fencing. Hinck's Geography. Hebrew is taught to the head class, if they require it.	- From 7 o'clock till 9, and from 11 o'clock till 4.	- From 6 o'clock till 8.	—
- Greek Testament, Xenophon, ucian, Homer.	- - Virgil, Sallust, Horace, Livy, Terence, Juvenal, Prosody, Ovid, Æsop's Fables, Delectus, Grammar.	French - -	- - Muir's Latin Exercises, Greek Exercises, Latin Themes.	- - 1st, 2d, 3d, 4th & 6th Books of Euclid.	- - -	- - Gough's, and Algebra.	- - English grammar, spelling, writing, reading, recitation, geography, English, Latin and Greek histories of Ireland, England, Rome and Greece, &c.	- From 7 o'clock till 9, and from half-past 10 till 3.	- From half-past 6 o'clock till 8.	—
- - - - - -	- - - - - - - - - - - -	- - -	- - - - - -	- - Ebrington's Euclid, Harvey's New Mensura-	- -	- - Gough's and Jackson's ; book-	- - Sharman's Modern Geography, astronomy, mensuration, English grammar, history, sacred and profane, rudimental as-	- From half-past 9 o'clock till 3.	- - -	- - Carysfort school is, by terms of its foundation, English day-school, and

COURSE OF INSTRUCTION.

CLASSICAL.				SCIENTIFIC.			GENERAL.	SCHOOL HOURS.		REMARKS.
Greek.	Latin.	Modern Languages.	Composition.	Mathematics.	Logics.	Arithmetic.		Morning.	Evening.	
[illegible]	- - Horace, Virgil, Livy, Cæsar, Sallust, Terence, Ruddiman's Rudiments, De Fide, Electa Latina, Historiæ Græcæ, Græca Minora, Græca Majora, Græca Sacra, Græca Majora, Græca Minora, Græca Sacra, Græca Majora, Græca Minora, Græca Sacra, Græca Majora, Græca Min

(1835) FROM THE

COURSE OF		
	SCIENTIFIC.	
Composition.	Mathematics.	Logics.
- - Elegantiæ Latinæ, Psalms into lyric verse, Greek prose.	- - Euclid, Algebra and Trigonometry.	- - - -
- - Greek, Latin, & English, Neilson's Greek Exercises, Ellis's Latin Exercises, & Valpy's Elegantiæ Latinæ.	- - Euclid (Elrington's) to the end of the 6th book.	- - - -
- - - - -	- - - - - -	- - -

CLASSICAL.		
Greek.	Latin.	Modern Languages.
r, and other books for to Trinity College,	- - Horace, Cicero, and books for entrance into Trinity College, Dublin, with Delectus, Cornelius Nepos, and Cæsar, &c.	French - -
entrance-course, with electus, Grammar, &c.,	- - The entrance course, with the initiatory books, Delectus, Nepos &c. &c.	- - French and Italian.
- - - -	- - - - - -	- - -

STRATION.

RS (Paid by the Board).			PUPILS, and CHARGES for each.						
	Appointment.	Annual Salary.	Year.	Boarders.	Day Scholars.	Free.	TOTAL.	—	
		£. s. d.							
Kay	- Appointed by the Corporation of Kinsale, in the year 1833.	30 – –	1830	–	–	–	–	- - Boarders pay 40 guineas per annum; day scholars pay 8 guineas per annum.	- - Home entrance Dublin.
			1831	10	21	–	31		
			1832	–	–	–	–		
			1833	3	29	–	32		
			1834	10	20	–	30		
			1835	8	33	–	41		
			Total	31	103	–	134		
-	- Appointed by the late Wm. Bagwell, esq. in the year 1821.	129 4 7	1830	45	50	11	106	- - Boarders pay from 46*l.* to 50 *l.* per annum; day scholars pay from 8 to 10 guineas per annum.	- - The Greek D &c.
			1831	48	56	9	113		
			1832	44	52	10	106		
			1833	31	45	8	81		
			1834	29	50	10	89		
			1835	30	48	10	88		
			Total	227	301	58	586		
	- Appointed by the Lord Bi-	30 – – late currency.	1830	–	36	–	36	- - Day scholars pay 12*s.* per annum.	- -
			1831	–	30	–	30		
			1832	–	54	–	54		
					47	3	50		

NAME of SCHOOL, and SITE.	ADMINI			
	ENDOWMENT.			MASTE
	Foundation.	Acreage.	Rental.	Name.
SCHOOLS, &c.—*continued.*		A. R. P.	£. s. d.	
KINSALL - - at Kinsale, Co. Cork.	- - Endowed with a rentcharge of 50 *l.* on the estate of the Lord De Clifford in the year 1767.	- -	- - -	Rev. Mr. M'F
CLONMEL - - at Clonmel, Co. Tipperary.	- - The endowment consists of land in the county of Tipperary, granted by Richard and Stephen Moore, esquires, in the year 1685.	370 0 0	- - -	Rev. R. Bell
ORD - - Lifford, Co. negal.	- - Endowed with a rentcharge of 50 *l.* a year on the estate of	- -	- - -	Rev. C. Clarke -

NAME of SCHOOL and DATE	ADMINISTRATION. ENDOWMENT. Particulars	Annual	Rental.	MASTERS (Paid by the Board). Name	Appointment.	Annual Salary.	PUPILS, and Charges for each. Year.	Boarders.	Day Scholars.	Free.	Total.	—
Kinsale - - 1-	- - Endowed with a [illegible] the estate of the Lord De Clifford in the year 1767.		£ s. d.	Rev. Mr. M'Kay	- Appointed by the Corporation of Kinsale, in the year 1834.	£. s. d. 30 - -	1830	-	-	-	-	- - Boarders pay 40 guineas per annum; day scholars pay 5 guineas per annum.
							1831	10	21	-	31	
							1832	-	-	-	-	
							1833	8	20	-	32	
							1834	10	20	-	30	
							1835	8	33	-	41	
							Total	31	103		134	
[illegible]	- - The endowment consists of land in the county of [illegible] granted by the [illegible] Moore, [illegible] in the year 1680.	379 0 0	- - -	Rev. R. Bell -	- Appointed by the late Wm. Reynell, esq. in the year 1824.	129 4 7	1830	15	50	11	106	- - Boarders pay from 16 l. to 50 l. per annum; day scholars pay from 8 to 10 guineas per annum.
							1831	18	56	9	113	
							1832	14	52	10	100	
							1833	31	45	8	84	
							1834	29	50	10	89	
							1835	30	48	10	88	
							Total	227	301	58	586	
[illegible]	- - Endowed with a rentcharge of 50 l. a year on the estate of Sir Richard Hassard, now possessed by the Earl of Enc.	- -	- - -	Rev. C. Clarke -	- Appointed by the Lord Bishop of Derry in the year 1824.	80 - - late currency.	1830	-	36	-	36	- - Day-scholars pay 12s. per annum.
							1831	-	30	-	30	
							1832	-	54	-	54	
							1833	-	17	8	50	
							1834	-	36	5	41	
							1835	-	10	5	15	
				Mr. Harrison -	- -	20 - - late currency.	Total	-	243	13	256	
[illegible]	- - Endowed with funds in the county of [illegible] by the Grandson of [illegible]	- -	200 - -	Mr. J. Harpur -	- Appointed by the Governors of the School, in the year 1830.	92 6 1	1830	60	20	1	81	- - Boarders pay 40 guineas per annum; day scholars pay 8 guineas per annum.
							1831	70	18	1	89	
							1832	65	18	2	85	
							1833	60	23	2	85	
							1834	57	21	3	81	
							1835	59	17	3	79	
							Total	371	117	12	500	
[illegible]	- Endowed by Mrs. [illegible] estate in the Queen's County. The income to be divided in different proportions between these schools and the [illegible] Royal Hibernian Hospital. Navan to receive 7-16ths, Ballyroan 5-16ths, and the Blue-coat Hospital 4-16ths.	- -	700 - -	Mr. J. S. Baker	Appointed by the Rev. J. Faviere & the Rev. J. Preston, in the year 1828.	92 6 1	1830	-	-	-	-	- - Day-scholars pay from 1 l. to 4 guineas per annum.
							1831	1	12	4	20	
							1832	3	9	4	16	
							1833	11	11	12	34	
							1834	1	9	23	33	
							1835	-	18	6	24	
				Mr. J. Charlton	Appt. by the same.	55 7 8½	Total	19	59	49	127	
[illegible]		- - -	- - -	Mr. A. Hutchins	- Appointed by the Rev. J. Lavarte and the Rev. J. Preston, in the year 1829.	55 7 8½	1830	6	18	9	33	- - Boarders pay 20 l. per annum; day scholars pay 2 guineas per annum.
							1831	6	17	8	31	
							1832	5	14	5	24	
							1833	7	13	6	26	
							1834	8	13	6	27	
							1835	7	13	6	26	
							Total	39	88	40	167	
[illegible]	- A bequest by Wm. [illegible] esq. late of Tullylish, County Down, of 1,000 l. for the education of Protestant children.	- - -	- - -	Mr. T. M'Cullam	- Appointed by the trustees of the donation, in the year 1803.	50 - - late currency.	1830	-	166m. 141f.	all	166m. 141f.	No change.
							1831	-	224	185	all	224 185
							1832	-	210	194	all	210 194
							1833	-	158	135	all	158 135
							1834	-	91	93	all	91 93
							1835	-	119	121	all	119 121
							Total	-	962	869	all	962 869
[illegible]	- 40 l. per annum [illegible] endowed in 1810; also a school-house.	- -	- - -	Rev. W. W[illegible]	- Appointed by the Grace the Duke of Devonshire, in the year 1832.	30 - -	1830	-	-	-	-	- - Boarders pay 40 l. per annum, day scholars pay 6 guineas per annum.
							1831	-	-	-	-	
							1832	-	-	-	-	
							1833	8	16	-	19	
							1834	2	19	-	21	
							1835	8	18	-	21	
							Total	8	53	-	61	
DIOCESAN OR DISTRICT SCHOOLS.												
Ardbraccan [illegible] at Ballyweston, County Meath.	- - - - - - - -			Rev. R. Matthews	- Appointed by his Grace the Lord Primate, in the year 1829.	120 - -	1830	8	32	-	40	- - Boarders pay from 32 l. 14 s. to 50 l. 14 s. per annum; day scholars pay from 2 guineas to 6 guineas per annum.
							1831	19	44	-	61	
							1832	16	44	-	60	
							1833	15	33	-	48	
							1834	15	26	-	41	
							1835	16	22	-	38	
							Total	89	199	-	288	
Down & Dromore at Downpatrick, County Down.	- - - - - - - -			Rev. A. Ballick	- Appointed by the Lord Lieutenant, in the year 1824.	90 - - late currency.	1830	1	2	-	6	- - Boarders pay 28 l. per annum; day scholars pay 4 l. 14 s. per annum.
							1831	3	1	-	4	
							1832	4	9	-	13	
							1833	3	13	-	16	
							1834	-	11	-	11	
							1835	1	6	-	6	
							Total	11	42	-	56	

COURSE OF

CLASSICAL. Greek.	Latin.	Modern Languages.	Composition.	SCIENTIFIC. Mathematics.	Logics.
- - Homer, and other books for entrance to Trinity College, Dublin.	- - Horace, Cicero, and books for entrance into Trinity College, Dublin, with Delectus, Cornelius Nepos, and Cæsar, &c.	French - -	- - Elegantiæ Latinæ, Psalms into lyric verse, Greek prose.	- - Euclid, Algebra and Trigonometry.	- - - -
- - The entrance-course, with Greek Delectus, Grammar, &c., &c.	- - The entrance course, with the initiatory books, Delectus, Nepos &c. &c.	- - French and Italian.	- - Greek, Latin, & English, Neilson's Greek Exercises, Ellis's Latin Exercises, & Valpy's Elegantiæ Latinæ.	- - Euclid (Elrington's) to the end of the 6th book.	- - - -
- - - - - -	- - - - - - - - -	- - -	- - - - - -	- - - - - -	- - - -
- - Greek Testament, Homer, Xenophon, Lucian, Delectus (Valpy), Cicero, Demosthenes, and the greater part of the course for undergraduates in Trinity College, Dublin.	- - Horace, Virgil, Juvenal, Livy, Sallust, Terence, Eutropius, Cæsar, Valpy Delectus, &c. &c.	- - -	- - Flynn's Greek and Latin Versions and Prose, Crombie's Gymnasium, Elegantiæ Latinæ, Eton orations, &c., &c.	- - Euclid (6 books), Trigonometry, Algebra, Arithmetic, Astronomy (Bonnycastle's elements).	Walker's - -
- - - - - -	- - Virgil and Eutropius, Valpy's Delectus, Selectæ Sententiæ, Eton Grammar, Alvary's Prosody and Syntax.	- - -	- - Valpy's Elegantiæ Latinæ, Main's Introduction.	- - Symmy's Gregory and Harvie's Mensuration.	- - -
- - Xenophon Cyrop., Lucian, Testament, Valpy's Grammar.	- - Livy, Juvenal, Horace and Terence, Virgil, Sallust, Cæsar, Ovid, Swain's Sentences, Valpy's Grammar.	- - -	English and Latin - -	- - Algebra, Astronomy, Elrington's Euclid.	Logic - - -
- - - - - -	- - - - - - - - -	- - -	- - - - - -	- - Euclid [illegible], Bonnycastle's Mensuration, Moore's Navigation, Gibson's Surveying, in general the works of Simpson, Emerson, Hodgson, Newton and Hutton.	- - -
- - Homer, Lucian, Testament, Greek Grammar, &c., &c.	- - Livy, Virgil, Horace, Terence, Juvenal, Prosody, Grammar, Syntax, Sallust, Cooke's Analysis, Syntax, &c., &c.	French - -	- - Valpy's Elegantiæ Latinæ, Greek and Latin Themes, Ellis's Latin Exercises.	Elrington's Euclid -	- - - -
- - Homer's Iliad (8 books), Xenophon Cyrop. (3 books), Walker's Lucian, Testament to the Acts of the Apostles, Hinck's Grammar.	- - Horace, Virgil (6 books), Juvenal (4 satires), Terence (2 plays), Livy (3 books), Sallust, Cæsar's Commentary (1st book), Valpy's Delectus, Ruddiman's Grammar.	- - -	- - Valpy's Elegantiæ Latinæ, themes, Nelson's Greek Exercises, Morris's Latin Exercises.	- - Euclid, Algebra, Equations, Involutions and Evolutions.	- - - -
- - Homer, Lucian, Xenophon, Greek Testament, Greek Exercises.	- - Horace, Virgil, Terence, Sallust, Juvenal, Livy, &c. &c.	French - -	- - - - - -	Elrington's Euclid -	Walker's - -

INSTRUCTION.

Arithmetic.	GENERAL.	SCHOOL HOURS. Morning.	SCHOOL HOURS. Evening.	REMARKS.
Thompson's -	History, Ancient and Modern, Navigation, Book-keeping, &c. -	- - From 9 o'clock till 3, and the boarders have morning and evening study of 3 hours.	—	—
- - Thompson's, Bonnycastle's Algebra.	- - Hebrew, Geography, Pinnock's and Goldsmith's History, English, Grecian, Roman Antiquities, Scriptures, Common Prayer, &c. &c.	- - From 7 o'clock till 9, and from half-past10 o'clock till 1.	- - From 2 o'clock till 4, and from 6 o'clock till half-past 8.	- - In the year 1830, 4,000 *l.* was advanced by Government as a loan to build a school-house. 210 *l.* is annually repaid to the Consolidated Fund on account of such advance.
Gough's - -	- - The Holy Scriptures, Lessons selected from the Old and New Testament, Dublin Reading-book, Goldsmith's English History, Dublin Spelling-book, Gough's Arithmetic, Murray's and Lennie's English Grammar, Thompson's Geography and Atlas.	- - From 9 o'clock till 3.	—	—
- - Thompson's and Bonnycastle's.	- - Geography (Greg's and Goldsmith's), Maps, History, England, Greece and Rome, with the use of a small well-assorted library after the hours of school-business.	- - From 6 o'clock till 9, and from 11 o'clock till half-past 3.	- - From 7 o'clock till 9.	—
- - - -	- - Goldsmith's and Greg's Geography, Murray's English Gramgar, spelling, English history, Bible and Psalter, reading, writing, catechism, and tables.	- From 10 o'clock till 3.	None.	—
- - Gough's Arithmetic and Book-keeping.	History, chronology, geography, &c. &c. - - - -	- - From 7 o'clock till 9, and from 10 o'clock till 3.	- - From 6 o'clock till half-past 8.	—
- - Gough's, Thompson's, Dowling's, & an arithmetic used in Kildare-street Institution.	- - Bell's or Lancaster's system, Bell's Spelling-book, extracts from Scripture, Bible, Dublin Reading-books, Enfield's Speaker, Elocution, Murray's English Grammar, Geography (Sharman's), Guthrie and Keith on the Globes. Two 10-inch globes in the school. Females learn reading, writing, arithmetic, book-keeping, needlework in general, plain and ornamental.	- From 10 o'clock till 12.	- From 12 o'clock till 4.	A free school.
- - The treatise in use for the National Schools, and Voster's Arithmetic.	- - Thompson's Geography and Atlas, spelling, English grammar, history, Roman, Grecian and English, reading, writing, recitation, book-keeping, religious instruction, the Scriptures and catechism.	- - From 7 o'clock till 9, and from 10 o'clock till 3.	- - An hour and a half preparing for the next day.	—
- - Involutions, Evolutions, Progressions, Exchange, Equations of Payments, Interest, Practice, &c. &c.	- - Mythology, history, Roman, Grecian and English, astronomy, writing, general history, geography, use of the globes, English grammar, themes, spelling, reading, writing, book-keeping.	- - In summer, from 7 o'clock till 9, and from 10 o'clock till 3. In winter, from 9 o'clock till 3. On Saturdays in every season, from 10 o'clock till 1.	- - From 7 o'clock till 9, for boarders only.	—
Gough's - -	- - Geography (Murray's and Sharman's), with Maps. The College-course, mercantile course, reading, writing, arithmetic, English grammar, history, Roman and English, book-keeping, navigation, catechism and Scriptures. History taught as recommended by the Society for Discountenancing Vice. Music, dancing and drawing taught at the price of masters.	- - From 7 o'clock till 3; one hour for breakfast.	- - From 7 o'clock till 9.	—

(continued)

ADMINISTRATION.

NAME of SCHOOL, and SITE.	ENDOWMENT. Foundation.	Acreage. A. R. P.	Rental. £. s. d.	MASTERS (Paid by the Board.) Name.	Appointment.	Annual Salary. £. s. d.	PUPILS, and CHARGES for each. Year.	Boarders.	Day Scholars.	Free.	Total.	
DIOCESAN, &c. SCHOOLS—*cont^d.*												
MEATH & ARDAGH at Mullingar, Co. Westmeath.	- - -	- - -	- - -	Rev. M. Eaton -	- Appointed by the Lord Lieutenant, in the year 1831.	130 - -	1830	-	-	-	-	- - Boarders pay from 35 *l.* to 40 *l.* per annum; day scholars, six guineas per annum.
							1831	8	2	-	10	
							1832	17	5	1	23	
							1833	16	8	1	25	
							1834	22	1	-	23	
							1835	27	4	-	31	
							Total	90	20	2	112	
KILMORE, RAPHOE and CLOGHER at Monaghan, Co. Monaghan.	- - -	- - -	- - -	Rev. T. Mooney	- - Appointed by the Lord Lieutenant, in the year 1823.	130 - -	1830	6	16	3	25	- - Boarders pay 30 *l.* per annum; day scholars, 4 *l.* per annum.
							1831	4	19	4	27	
							1832	-	-	-	-	
							1833	-	13	3	16	
							1834	-	22	4	26	
							1835	6	23	6	35	
							Total	16	93	20	129	
DERRY - - at Londonderry, Co. Derry.	- - -	- - -	- - -	Rev. W. Smith -	- - Appointed by the Lord Bishop of Derry, in the year 1834.	100 - - late currency.	1830	54	15	32	101	- - Boarders pay from 28 guineas to 32 guineas per annum; day scholars from 4 to 7 guineas per annum.
							1831	10	80	30	120	
							1832	-	43	31	74	
							1833	-	38	40	78	
							1834	11	27	19	57	
							1835	26	24	20	70	
							Total	101	227	172	500	
DUBLIN & GLANDELAGH, at Wicklow, Co. Wicklow.	- - -	- - -	- - -	Rev. J. Corcoran	- - Appointed by the late Archbishop of Dublin, in the year 1824.	92 6 2¾	1830	-	13	2	15	- - Boarders pay 30 *l.* per annum; day scholars, 6 *l.* 6*s.* per annum.
							1831	-	13	2	15	
							1832	-	13	2	15	
							1833	-	13	2	15	
							1834	2	11	2	15	
							1835	2	9	2	13	
							Total	4	72	12	88	
KILDARE - - at Naas, Co. Kildare.	- - -	- - -	- - -	Rev. J. Harrison	- - Appointed by the Lord Bishop of Kildare, in the year 1809.	70 - -	1830	1	15	2	18	- - Boarders pay 30 *l.* per annum; day scholars, 6 *l.* 6 *s.* per annum.
							1831	1	16	2	19	
							1832	1	16	-	17	
							1833	3	17	-	20	
							1834	3	18	-	21	
							1835	4	15	-	19	
							Total	13	97	4	114	
FERNS - - at Wexford, Co. Wexford.	- - -	- - -	- - -	Rev. T. White -	- - Appointed by the Lord Lieutenant, in the year 1834.	64 - -	1830	-	-	-	-	- - Boarders pay 30 guineas per annum; day scholars pay 6 guineas per annum.
							1831	17	28	3	48	
							1832	18	17	2	37	
							1833	21	17	1	39	
							1834	19	35	2	56	
							1835	22	38	2	62	
							Total	97	135	10	242	
LEIGHLIN & OSSORY, at Carlow, Co. Carlow.	- - -	- - -	- - -	Rev. J. Jemeson	- - Appointed by the Lord Lieutenant, in the year 1810.	110 15 4	1830	31	41	3	75	- - Boarders pay 36 *l.* 4 *s.* 6 *d.* per annum; day scholars, 6 *l.* 6 *s.* per annum.
							1831	31	41	3	75	
							1832	38	34	3	75	
							1833	38	29	3	70	
							1834	41	36	6	83	
							1835	38	36	5	79	
							Total	217	217	23	457	
LIMERICK, KILLALOE & KILFENORA, at Limerick, Co. Limerick.	- - -	- - -	- - -	Rev. T. G. Willis	- - Appointed by the Lord Lieutenant, in the year 1824.	138 - -	1830	-	14	-	14	- - Day scholars pay 12 guineas per annum and 3 guineas entrance fee.
							1831	-	12	-	12	
							1832	-	10	-	10	
							1833	-	8	-	8	
							1834	-	10	-	10	
							1835	-	8	-	8	
							Total	-	62	-	62	
CORK, ROSS, & CLOYNE, at Cork City.	- - -	- - -	- - -	- - Rev. G. Armstrong.	- - Appointed by the Lord Lieutenant, in the year 1824.	200 - -	1830	-	70	12	82	- - Day scholars pay four guineas per annum.
							1831	-	51	12	63	
							1832	-	36	10	46	
							1833	-	45	13	58	
							1834	-	36	19	55	
							1835	-	28	16	44	
							Total	-	145	58	203	
ELPHIN - - at Elphin, Co. Roscommon.	- - -	- - -	- - -	Rev. C. Smith -	- - Appointed by the Lord Lieutenant, in the year 1835.	90 18 6	1830	16	22	11	49	- - Boarders pay 5 guineas entrance fee, and 26 *l.* 5 *s.* per annum.
							1831	22	25	13	60	
							1832	21	10	17	48	
							1833	19	12	12	43	
							1834	13	11	14	38	
							1835	7	16	14	37	
							Total	98	96	81	275	

COURSE OF INSTRUCTION.

CLASSICAL.				SCIENTIFIC.			GENERAL.	SCHOOL HOURS.		REMARKS.
Greek.	Latin.	Modern Languages.	Composition.	Mathematics.	Logics.	Arithmetic.		Morning.	Evening.	
- Homer, Xenophon, Testament, Lucian, Delectus, Grammar.	- - Livy, Terence, Juvenal, Virgil, Horace, Sallust, Ovid, Cæsar, Delectus, &c. &c.	- - -	- - Latin prose and verse, translations of Livy and Cicero and changing in Latin, Ellis's Exercises, Greek Syntax.	Euclid - - -	Walker's - -	- Interest, Practice, &c.	- - Spelling and grammar, reading, recitation, letter-writing, Thompson's Geography.	- From 6 o'clock till 9, and from half - past 10 o'clock till 3; in winter, from 7 o'clock till 9, and from half-past 10 o'clock till 3.	- From half-past 7 o'clock till half-past 8; in winter, from half-past 6 o'clock till half-past 8.	—
- - Homer, Lucian, Testament, Xenophon, Sentences, Grammar.	- - Livy, Horace, Ovid, Sallust, Virgil, Cæsar, Prosody, Grammar, Exercises, &c. &c.	- - -	Latin, Greek and English -	Euclid and Algebra -	- - - - -	Gough's - -	- - History, sacred and profane; geography, ancient and modern; elocution, the use of the globes.	- From 7 o'clock till 9, and from 10 o'clock till 3.	- From 6 o'clock till 8.	—
									- From 7 o'clock	—

COURSE OF INSTRUCTION.

CLASSICAL.				SCIENTIFIC.			GENERAL.	SCHOOL HOURS.		REMARKS.
Greek.	Latin.	Modern Languages.	Composition.	Mathematics.	Logics.	Arithmetic.		Morning.	Evening.	
- Homer, Xenophon, Testament, Lucian, Delectus, Grammar.	- - Livy, Terence, Juvenal, Virgil, Horace, Sallust, Ovid, Cæsar, Delectus, &c. &c.	- - -	- - Latin prose and verse, translations of Livy and Cicero and changing in Latin, Ellis's Exercises, Greek Syntax.	Euclid - - -	Walker's - -	- Interest, Practice, &c.	- - Spelling and grammar, reading, recitation, letter-writing, Thompson's Geography.	- From 6 o'clock till 9, and from half - past 10 o'clock till 3; in winter, from 7 o'clock till 9, and from half-past 10 o'clock till 3.	- From half-past 7 o'clock till half-past 8; in winter, from half-past 6 o'clock till half-past 8.	—
- - Homer, Lucian, Testament, Xenophon, Grammar.	- - Livy, Horace, Ovid, Sallust, Virgil, Cæsar, Prosody, Grammar, Exercises, &c. &c.	- - -	Latin, Greek and English -	Euclid and Algebra -	- - - - -	Gough's - -	- - History, sacred and profane; geography, ancient and modern; elocution, the use of the globes.	- From 7 o'clock till 9, and from 10 o'clock till 3.	- From 6 o'clock till 8.	—
- - Homer, Xenophon, and all books required for entrance into Trinity College, Dublin.	- - All books required for entrance into Trinity College, Dublin.	French - -	- - Valpy's Elegantiæ Latinæ, and composition in Latin, Greek, and English prose and verse.	- - Elrington's Euclid, Mensuration, Astronomy.	- - Whately's, Walker's and Murray's.	- - Thompson's and several other treatises.	- - Writing, reading, history, in short, every branch required for a substantial general education. Dancing, fencing, music, taught here.	- From 7 o'clock till 9, and from 11 o'clock till 3.	- From 7 o'clock till half-past 8.	—
- - Homer, Lucian, Elm Grammar, &c. &c.	- - Horace, Virgil, Phædrus, Valpy's Delectus, Elm Grammar.	- - -	Trippingham - - -	- - - - -	Murray's - -	Gough's - -	- - Geography, Greg's, and ancient history, Roman, Grecian and English.	- From half-past 7 o'clock till 3.	—	—
- - Xenophon Cyrop. Homer, Lucian, Anderson Majora, Testament, Valpy's Delectus, Flin's Grammar, Sophocles, Euripides.	- - Juvenal, Terence, Horace, Virgil, Livy, Sallust, Ovid, Phædrus, Swain's Sentences, Alvary's Prosody, Grammar, Hoole's Terminations.	- - -	- - Ellis's, Mair's and Clarke's Exercises.	- - Book of Euclid, the entrance class.	- - Read by the entrance class.	- - Gough's and Vostel's Arithmetic.	- - Geography, Ewing's, Pinnock's and Sharman's; Pinnock's and Goldsmith's Histories of England, Rome and Greece, Mythology, Hebrew Grammar, Psalms, Ewing's Elocution, Grammar, Watt's and Sherwood's Catechism, Hymns, Taylor's and Watts'.	- Summer, from 7 o'clock till 3; winter, from 10 o'clock till 3.	—	—
- - Homer, Lucian, Greek Testament, Grammar, &c. &c.	- - Livy, Virgil, Ovid, Sallust, Cornelius, Cæsar, Grammar, Syntax, &c.	- - -	- - Latin and English prose and Latin verse.	Euclid - - -	Murray's - -	- - Profit and Loss, Tare and Tret, Practice, &c.	Geography, ancient and modern - - - - - -	- From 7 o'clock till 9 and from 10 o'clock till 3.	- From 7 o'clock till 9.	—
- - Homer, Lucian, Xenophon, Testament, Delectus, Greek Grammar.	- - Horace, Virgil, Livy, Sallust, Terence, Juvenal, Swain's Sentences, Syntax, Hoole's Terminations, Grammar, &c.	- - -	- - Themes, Elegantiæ Latinæ, Mair's Exercises and Themes.	Elrington's Euclid -	Walker's - -	- - Thompson's and Lloyd's Algebra.	- - Thompson's Geography, Maps, English, Roman and Grecian Histories, Murray's Grammar and Exercises, Carpenter's Spelling-book, Book-keeping, Ewing's Elocution.	- From 7 o'clock till 9, and from half - past 10 o'clock till 3.	- From 6 o'clock till 8.	—
- - After the pupils have gone through one Academy course, which concludes with a public examination, they are classified as the entrance course required for admission into Trinity College, Dublin.	- - - -	- - - -	- - - -	Euclid - - -	- - -	- - Gregory and Gough's.	- - Sharman's and Greg's Geography, Murray's English Grammar and Exercises, histories of Greece, Rome and England, and writing.	- From 10 o'clock till 3.	None.	—
- - Homer, Xenophon, Neilson's Anabasis, Lucian, Greek Testament, Grammar, &c. &c.	- - Horace, Livy, Virgil, Cicero, Sallust, Cæsar's Latin Commentaries, Cæsar, Cook's Analysis, Grammar.	- - -	- - Letters on various subjects every week.	Elrington's Euclid -	- - -	Thompson's - -	- - Pinnock's History and Hogarth's Geography, Scriptures, Catechism, Jackson's Book-keeping, Murray's English Grammar and Exercises.	- From half-past 6 o'clock till 9, and from 10 o'clock till 3.	None.	—
- - All the authors read for entrance into Trinity College, Dublin.	- - All the authors read for entrance into Trinity College, Dublin.	- - -	- - English and Latin verse and prose.	Euclid and Algebra -	- - -	- - Gough's and Thompson's Book-keeping.	- - Geography, Sharman's, Stewart's, Goldsmith's, Pinnock's Maps and Use of the Globes. Protestants are instructed in the Scriptures and Catechisms.	- From 7 o'clock till 9, and from half - past 10 o'clock till half past 2.	- From 6 o'clock till 8.	—

NAME of SCHOOL.	Year.	RECEIPTS. RENTS Received.	RECEIPTS from other Sources.	TOTAL RECEIPTS.	Arrears of Rent.	SCHOOL - - - Teachers' Salaries.	Building and Repairs, &c. &c.	Exhibitions and Premiums.
ROYAL SCHOOLS:		£. s. d.	£. s. d.	£. s. d.		£. s. d.	£. s. d.	£. s. d.
Armagh - -	1830	646 6 4	- - - - - -	646 6 4	- -	369 4 5 92 6 - 461 10 5	195 17 -	75 - -
	1831	645 19 10	Balance from last account 125 13 1	771 12 11	- -	369 4 4 92 6 - 461 10 4	22 16 -	75 - -
	1832	323 3 2	Balance - - - 208 2 5	531 5 7	- -	369 4 4 92 6 - 461 10 4	84 9 9	75 - -
	1833	1,380 17 -	Hay sold - - - 2 11 6 Check overheld - - 23 1 6 £. 25 13 -	1,406 10 -	- -	369 4 4 92 6 - 461 10 4	41 6 6	50 - -
	1834	1,377 - 2	Tithe - - - - 108 8 1 Bog - - - - 9 10 6 Interest - - - 5 10 - Balance from last year - 590 3 5 £. 713 12 -	2,090 12 2	- -	384 12 2 121 3 - 23 1 6 528 16 8	83 5 3	105 - -
Banagher - -	1830	124 13 7½	- - - - - -	124 13 7½	- -	- - -	17 16 8½	- -
	1831	136 17 4½	- - - - - -	136 17 4½	- -	- - -	179 - 5½	- -
	1832	140 5 1	- - - - - -	141 5 1	- -	- - -	66 6 2	- -
	1833	151 17 -	- - - - - -	151 17 -	- -	- - -	87 5 11	- -
	1834	207 12 -	- - - - - -	207 12 -	- -	100 - -	42 18 9	- -
Carysfort - -	1830	100 9 1	Interest - - - 11 14 2 Produce of stock - - 167 8 6 £. 179 2 8	279 11 9	- -	18 9 2	- -	- -
	1831	196 5 8½	Balance from the three last years' interest - 158 8 6 Interest - - - 5 12 8 £. 164 1 2	360 6 10½	- -	18 9 3	- -	- -
	1832	209 - 7	Interest - - - 5 12 8	214 13 3	- -	9 4 7	- -	- -

EXPENDITURE.

- - - SCHOOL.		ESTATE.			TOTAL Expenditure.	Cash to the Credit of the School at the end of the Year.	Amount of Debt at the end of the Year.
INCIDENTS.		Agency.	Bailiff.	INCIDENTS.			
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Insurance - - -	4 4 2	- -	- -	Law costs - - -	2 14 2	739 8 1	- The debt of this year deducted from the balances of the two preceding years leaves in hand 125 13 1	93 1 9
Bank book - - -	- 2 4							
	£. 4 6 6							
Insurance - - -	4 4 2	- -	- -	- - - - - -		563 10 6	208 2 5	—
Insurance - - -	4 4 2	- -	- -	- - - - - -		625 4 3	- - -	93 18 8
Insurance - - -	4 4 2	69 3 5	15 15 -	Last year's debt - -	93 18 8	816 6 7	590 3 5	—
				Surveying - - -	75 14 -			
				Postage, &c. - -	4 14 6			
				£.	174 7 2			
Insurance - - -	4 4 2	74 14 11	39 10 -	Reclaiming bog - -	91 15 8	1,272 17 8	817 14 6	—
To purchase stock -	300 - -			Postage, &c. &c. -	3 8 10			
City assessments - -	4 - -			Sheriffs' fees - -	2 17 8			
				Surveying - -	32 1 6			
				Dispensary - -	3 3 -			
£.	308 4 2			£.	133 6 8			
Gatekeeper - - -	1 6 11	- -	- -	- - - - - -		124 19 11½	- - -	- 6 4
Rent of Cuba-house -	105 - -							
Bank book - - -	- 6 4							
£.	107 3 3							
Last debt - - -	- 6 4	- -	- -	- - - - - -		286 8 8½	- - -	149 6 4
Rent of Cuba-house -	105 - -							
Gatekeeper - -	1 16 11							
£.	107 3 3							
Last year's debt -	149 6 4	- -	- -	Costs - - - -	1 19 11	325 15 2	- - -	185 10 1
Rent of Cuba -	105 - -			Postage, &c. for two years - - -	- 14 8			
Gatekeeper - -	1 16 11							
Church cess - -	- 11 2							
£.	256 14 5			£.	2 14 7			
Last year's debt -	185 10 1	- -	- -	Postage - - -	- 6 8	327 9 7	- - -	175 12 7
Half-year's rent of Cuba	52 10 -							
Gatekeeper - - -	1 16 11							
£.	239 17 -							
Last year's debt -	175 12 7	10 12 10	1 15 -	Rent - - - -	102 2 3	590 12 1	- - -	383 - 1
1 ½ year's rent -	157 10 -			Postage - - -	- - 8			
£.	333 2 7			£.	102 2 11			
Bank book - - -	- 2 4	10 - -	8 8 -	Costs - - - -	1 4 7	208 15 8	70 16 1 With the balances of the two preceding years amounts to 158 8 6	—
				Advertising - -	2 14 -			
				First instalment of building loan -	167 8 6			
				Postage, &c. - -	- 9 1			
				£.	171 16 2			
Architect - - -	25 2 4	10 - -	- -	2d & 3d instalment -	334 17 -	441 19 11½	- - -	90 17 8
Travelling expenses -	- 12 -			Costs - - - -	29 15 8			
				Postage - - -	- 13 4			
				Improvements on the estate	22 10 4½			
£.	25 14 1			£.	387 16 4½			
Last year's debt - -	90 17 8	10 - -	- -	Costs - - - -	7 6 8	187 2 10	27 10 5	—
				Postage, &c. - -	1 3 4			
				Lime to tenants - -	49 8 4½			
				Care-taker - - -	9 1 8½			
				Travelling expenses -	2 11 -			
				Sundries - - -	1 3 6			
				£.	70 11 7			

RECEIPTS.

NAME of SCHOOL.	Year.	RENTS Received.	RECEIPTS from other Sources.	TOTAL RECEIPTS.	Arrears of Rent.	SCHOOL - - - Teachers' Salaries.	Building and Repairs, &c. &c.	Exhibitions and Premiums.
ROYAL SCHOOLS—*continued.*								
Carysfort—*continued.*		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
	1833	135 16 6	Interest - - - 5 12 8 Balance from last year 27 10 5 £. 33 3 1	168 19 7	- -	61 16 2 due to a former master. 25 - - 86 16 2	44 11 9	- -
	1834	195 2 3½	Interest - - - 5 12 8	200 14 11½	- -	50 - -	14 14 2	- -
Cavan -	1830	592 5 7½	- - - - - -	592 5 7½	- -	369 4 6	- -	- -
	1831	597 17 9	Balance from three former years - - 275 5 11	873 3 8	- -	369 4 6	27 1 4	- -
	1832	617 17 10	Balance - - - 412 2 2	1,029 10 -	- -	323 1 6 46 3 1 369 4 7	- -	- -
	1833	569 19 8	Balance - - - 601 12 3 Interest - - - 5 11 9 £. 607 4 -	1,167 3 8	- -	276 18 6 92 6 2 369 4 8	73 - 10	- -
	1834	501 15 4	Balance - - - 377 2 11 Interest - - - 5 11 9 Stock sold - - - 306 6 8 £. 689 1 4	1,190 16 8	- -	226 15 6 85 2 3 311 17 9	4 5 9	- -
Dungannon -	1830	738 4 6	Stock sold - - - 74 18 - Interest - - - 97 7 6 £. 172 5 6	910 10 -	- -	461 10 8 369 4 5 92 6 - 923 1 1	91 2 6	- -
	1831	782 16 2	Balance - - - 32 13 2 Interest - - - 94 11 2 £ 127 4 4	910 - 6	- -	461 10 8 374 9 4 92 6 - 928 6 -	133 2 11	- -
	1832	1,656 19 -	Interest - - - 94 11 2	1,751 10 2	- -	369 4 4 92 6 - 1 16 6 463 6 10	57 12 6	- -
	1833	908 14 2½	Balance - - - 352 9 9 Interest - - - 94 11 2 Allowance from the Commissioners of Public Works, for clearing a canal - 20 - - £. 467 - 11	1,475 15 1½	- -	400 - - 100 - - 500 - -	7 13 9	- -
	1834	2,945 17 11	Balance - - - 27 15 9 Interest - - - 83 8 5½ Produce of stock sold - 629 14 5 £. 730 18 7½	3,686 16 6½	- -	400 - - 100 - - 500 - -	99 13 5	- -

EXPENDITURE.

SCHOOL. INCIDENTS.	£. s. d.	ESTATE. Agency. £. s. d.	Bailiff. £. s. d.	ESTATE. INCIDENTS.	£. s. d.	TOTAL Expenditure. £. s. d.	Cash to the Credit of the School at the end of the Year. £. d.	Amount of Debt at the end of the Year. £. s. d.
Insurance	– 19 11	10 – –	7 – 3	Lime	13 6	191 10 6	– –	22 10 11
Books	16 12 3			Postage	1 13 4			
				Abatemen	4 14 6			
	£. 17 12 2			Sundries	3 8 10			
					£. 25 10 2			
Last year's debt	22 10 11	10 – –	4 4 –	Postage	– 19 5	137 4 3½	63 10 8	—
Insurance	– 19 11			Lime	9 5 11½			
School requisites	12 17 2			Abatement	8 2 9			
Travelling expenses	3 10 –							
	£. 39 18 –				£. 18 8 1½			
Insurance	8 8 4	29 12 4½	5 10 9	Costs	31 19 3	417 – –½	145 5 7 - which sum with the balances of the two preceding years leaves a balance of 275 5 11	—
				Postage, &c.	2 4 10			
					£. 34 4 1			
Insurance	8 8 4	29 17 10	5 10 9	Houses built for tenants	18 – –	461 1 6	412 2 2	—
				Postage	2 18 9			
					£. 20 18 9			
Insurance	8 8 4	30 7 3	1 16 11½	Abatement	10 3 3½	427 17 9	601 12 3	—
Sundries	4 17 –			Postage, &c.	3 – 4			
	£. 13 5 4				£. 13 3 7½			
Insurance	8 8 4	28 9 11	3 13 10	To purchase stock	300 – –	790 – 9	377 2 11	—
				Allowances	4 14 4			
				Postage, &c.	2 18 10			
					£. 307 13 2			
Insurance	8 8 4	28 10 3	– –	To Government on account of building loan	306 6 8	745 7 10	415 8 10	—
				Draining bogs	53 – –			
				Postage	2 11 3			
				Tenants' houses	18 – –			
				Allowances	12 7 10			
					£. 392 5 9			
Insurance	4 4 2	– –	– –	Costs	29 5 7	1,048 3 10	- this year's debt deducted from the balances of the two preceding years leaves a balance of 32 13 2	137 13 10
				Postage, &c.	– 10 6			
					£. 29 16 1			
Insurance	4 4 2	– –	– –	Costs	2 10 3	1,068 3 4	– – –	158 2 10
Last year's debt	158 2 10	– –	– –	Advertising for agent	6 7 –	1,399 – 5	352 9 9	
Insurance	4 4 2			Costs	7 7 1			
				Postage	– 2 2			
	£. 162 7 –			Necessary expenses and improvements on the estate	701 17 10			
					£. 715 14 1			
Insurance	4 4 2	– –	– –	Tithe	11 – 5	1,447 19 4½	27 15 9	—
				Loan to the tenants to assist them in building	100			
				Expenses & improvements	558 14 2½			
				Postage, &c.	– – 8			
				First instalment to the late lessee	266 6 2			
					£. 936 1 5½			
Insurance	4 4 2	– –	– –	To the late lessee	532 12 4	3,820 5 10	– – –	133 9 3½
Due and paid to the representative of the late master	997 19 8			Loan for building	400			
				Postage	– – 8			
				Expenses & improvements on the estate	1,285 15 7			
	£. 1,002 3 10				£. 2,218 8 7			

RECEIPTS.

NAME of SCHOOL.	Year.	RENTS Received.	RECEIPTS from other Sources.	TOTAL RECEIPTS.	Arrears of Rent.	SCHOOL - - - Teachers' Salaries.	Building and Repairs, &c. &c.	Exhibitions and Premiums.
ROYAL SCHOOLS—*contd.*		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Enniskillen -	1830	843 15 4	Interest - - - 39 - 8	882 16 -	- -	461 10 8 230 15 4 70 1 9 762 7 9	- -	- -
	1831	2,169 8 10½	Balance - - - 393 13 3 Interest - - - 39 - 8 £. 432 13 11	2,602 2 9½	- -	461 10 8 230 15 4 116 13 4 808 19 4	138 5 9	60 - -
	1832	2,254 10 6	Balance - - - 1,446 2 6 Interest - - - 39 - 8 £. 1,485 3 2	3,739 13 8	- -	461 10 8 227 12 - 122 8 10 811 11 6	650 1 -	30 - -
	1833	1,772 11 9	Balance - - - 1,724 6 11 Interest - - - 53 18 8 £. 1,778 5 7	3,550 17 4	- -	461 10 8 230 15 4 100 - - 792 6 -	- -	70 - -
	1834	1,815 4 -	Balance - - - 1,453 6 3 Interest - - - 87 3 6 Cash per Cavan school 306 6 8 £. 1,846 16 5	3,662 - 5	- -	480 15 4 240 7 8 100 - - 821 3 -	103 1 5	60 - -
Raphoe - -	1830	440 - -	- - - - - -	440 - -	- -	350 - -	90 - -	- -
	1831	538 11 4¼	Balance - - - - 12 5	539 3 9¼	- -	323 1 6¼	263 2 9	- -
	1832	400 2 1	- - - - - -	400 2 1	- -	323 1 6¼	- -	- -
	1833	400 2 1	- - - - - -	400 2 1	- -	323 1 6	- -	- -
	1834	400 2 1½	- - - - - -	400 2 1½	- -	323 1 6½	6 15 -	- -
PRIVATE SCHOOLS:								
Navan and Ballyroan.	1830	1,654 11 -	Interest - - - 65 18 3	1,720 9 3	- -	- - -	1,675 4 -	- -
	1831	15 - -	Balance - - - 8 19 2 Interest - - - 60 9 1 Paid by order of the Court of Chancery } 2,888 10 3 £. 2,957 18 6	2,972 18 6	- -	- - -	- -	- -

EXPENDITURE.

SCHOOL.				ESTATE.						TOTAL Expenditure.	Cash to the Credit of the School at the end of the Year.	Amount of Debt at the end of the Year.
INCIDENTS.	£.	s.	d.	Agency. £.	s.	d.	Bailiff. £.	s.	d.	INCIDENTS.	£.	s.	d.	£. s. d.	£. s. d.	£. s. d.
Insurance	4	4	2	78	6	10	18	9	3	Costs	361	5	9	1,543 4 2	- This year's debt deducted from the balance of the two former years leaves a balance of 393 13 3	660 8 2
										Repairing school-house at Banagher, and lease of same	311	2	5			
										Postage, &c. &c.	7	8	–			
											£. 679	16	2			
Insurance	4	4	2	77	4	6	18	9	2	Costs	13	8	7	1,156 – 3½	1,446 2 6	—
										Dispensary	5	–	–			
										Advertising	4	18	–			
										Improvements on the estate	25	10	9½			
											£. 48	17	4½			
Insurance	4	4	2	92	1	10	–		–	Costs	57	–	2	2,015 6 9	1,724 6 11	—
Secretary's travelling expenses	4	8	1							Loss by flood allowed to tenants	273	17	1½			
Bank book	–	4	8							Postage	2	10	–			
	£. 8	16	11							Sundries	89	8	2½			
											£. 422	15	6			
Insurance	4	4	2	104	16	4½	18	9	2	Invested in stock	800	–	–	2,097 11 1	1,453 6 3	—
										Dispensary	10	–	–			
										Roadmaker	30	–	–			
										Losses by flood allowed to tenants	213	8	1½			
										Improving the condition of the tenants	54	7	3			
											£. 1,607	15	4½			
Insurance	4	4	2	88	13	6	18	9	2	Invested in stock	1,000	–	–	2,152 12 3	1,509 8 2	—
										Costs	22	–	–			
										Dispensary	5	–	–			
										Improvements on the estate	30	1	–			
											£. 1,057	1	–			
Postage	2	1	2	–			–		–					412 1 2	- This year's debt deducted from the balances of the two preceding years leaves a balance of – 12 5	2 1 2
Paid to Government an instalment of the building loan	77	–	7	–			–		–					663 4 10¼	– – –	124 1 1
Paid to Government	77	–	7	–			–		–	Last year's debt	124	1	1	525 6 3¼	– – –	125 4 2
										Costs	1	3	1			
											£. 125	4	2			
Paid to Government	77	–	7	–			–		–	Last year's debt	125	4	2	530 4 5	– – –	130 2 4
Insurance	4	18	2													
	£. 81	18	9													
Paid to Government	77	–	7	–			–		–	Last year's debt	130	2	4	541 3 7½	– – –	141 1 6
Insurance	4	4	2													
	£. 81	4	9													
Insurance	4	12	8	–			–		–	Costs	26	17	5	1,706 16 5	13 12 10 With the balances of the two preceding years deducted from this sum leaves 8 19 2	—
										Bank book	–	2	4			
											£. 26	19	9			
School requisites	34	19	7	–			–		–	Costs	9	12	4	2,048 16 1	924 2 5	—
Insurance	4	4	2							To purchase stock	2,000	–	–			
	£. 39	3	9								£. 2,009	12	4			

RECEIPTS.

NAME of SCHOOL.	Year.	RENTS Received.	RECEIPTS from other Sources.	TOTAL RECEIPTS.	Arrears of Rent.	SCHOOL - - - Teachers' Salaries.	Building and Repairs, &c. &c.	Exhibitions and Premiums.
PRIVATE SCHOOLS—*continued.*								
Navan and Ballyroan—*continued.*		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
	1832	15 – –	Balance - - - 924 2 5	1,038 9 3	- - -	- - -	- - -	- - -
			Interest - - - 99 6 10					
			£. 1,023 9 3					
	1833	30 – –	Balance - - - 921 1 9	2,119 17 2	- - -	- - -	100 – –	- -
		(arrear by the receiver.)	Interest - - - 108 13 –					
		1,060 2 5	£. 1,029 14 9					
		1,090 2 5						
	1834	513 1 4	Balance - - - 1,515 13 –	3,620 8 10¾	- -	46 3 –	36 10 –	- -
			Interest - - - 136 6 –¾			41 10 9		
			Produce of stock - 1,455 8 6			57 7 3		
			£. 3,107 7 6¾			145 1 –		
Middleton - -	1830	369 4 7	- - - - - -	- - -	- - -	- - -	209 14 9	- -
	1831	92 6 2	Balance - - - 76 15 9	169 1 11	- - -	92 6 1	- -	- -
	1832	276 18 6	Balance - - - 73 8 6	350 7 –	- -	92 6 1	- -	- -
	1833	92 6 2	Balance - - - 254 13 7	346 19 9	- -	92 6 1	- -	- -
	1834	92 6 2	Balance - - - 251 6 4	343 12 6	- -	92 6 1	121 4 9	- -
Clonmel - -	1832	240 – –	- - - - - -	- - -	- - -	- - -	- -	- -
	1833	240 – –	- - - - - -	- - -	- - -	- - -	- -	- -
	1834	240 – –	- - - - - -	- - -	- - -	- - -	- -	- -
Eyrecourt - -	1830	- - -	Interest - - - 25 18 2	- - -	- - -	28 15 2	- -	- -
	1831	- - -	Balance - - - – 15 6	- - -	- - -	28 15 2	- -	- -
	1832	- - -	Cash - - - 43 2 9	57 10 4	- -	28 15 2	- -	- -
			Interest - - - 14 7 7					
			£. 57 10 4					
	1833	- - -	Balance - - - – 15 6	29 10 8	- -	28 15 2	- -	- -
			Interest - - - 28 15 2					
			£. 29 10 8					
	1834	- - -	Balance - - - – 15 6	29 10 8	- -	28 15 2	- -	- -
			Interest - - - 58 15 2					
			£. 29 10 8					
Tullyvin - -	1831	- - -	Interest - - - 99 5 –	- - the dividend was not tranferred to the Commissioners till the year 1831.	- -	- - -	- -	- -
	1832	- - -	Interest - - - 116 – 5	116 – 5	- -	- - -	- -	- -
	1833	- - -	Balance - - - 3 6 9	125 11 3	- -	- - -	- -	- -
			Interest - - - 122 4 6					
			£. 125 11 3					
	1834	92 6 1	Balance - - - 62 10 11	279 18 10	- -	- - -	- -	- -
			Interest - - - 125 1 10					
			£. 187 12 9					
Armagh & Connor	1830	- -	Interest - - - 7 4 10	551 1 9	- -	- - -	- -	- -
			Grand jury presentment 300 – –					
			Ditto - - - 138 9 3					
			Ditto - - - 105 7 8					
			£ 551 1 9					
	1831	- - -	Balance from former years - - - 251 7 2	343 13 4	- - -	- - -	- -	- -
			Grand jury presentment 92 6 2					

EXPENDITURE.

- - - SCHOOL.				ESTATE.						TOTAL	Cash to the Credit of the School at the end of the Year.	Amount of Debt at the end of the Year.
INCIDENTS.				Agency.	Bailiff.	INCIDENTS.				Expenditure.		
	£.	s.	d.	£. s. d.	£. s. d.		£.	s.	d.	£. s. d.	£. s. d.	£. s. d.
Insurance - - -	4	4	2	- -	- -	Costs - - -	21	5	10	117 7 6	921 1 9	—
						Paid by order of the Court of Chancery	91	17	6			
						£.	113	3	4			
Insurance - - -	4	4	2	- -	- -	To purchase stock -	500	—	—	604 4 2	1,515 13 —	—
Rent of Ballyroan school-houses -	31	10	—	27 18 —	5 5 —	To purchase stock -	1,000	—	—	2,823 12 6	796 16 4¾	—
Rent of Navan school-houses - -	26	5	—			Advertising - -	2	5	—			
	46	3	—			Paid the Blue Coat Hospital - -	1,455	8	6			
	42	—	—									
Insurance - - -	4	4	2			Postage - - -	1	2	10			
	£. 150	2	2			£.	2,458	16	4			
Insurance - - -	3	7	1	- -	- -	Bank book - -	—	2	4	363 4 2	6 — 5	—
Paid to the master of the school - -	150	—	—								With the balances of the two former years makes 76 15 9	
	£. 153	7	1									
Insurance - - -	3	7	4	- -	- -	- - - -	-	-	-	95 13 5	73 8 6	—
Insurance - - -	3	7	4	- -	- -	- - - -	-	-	-	95 13 5	254 13 7	—
Insurance - - -	3	7	4	- -	- -	- - - -	-	-	-	95 13 5	251 6 4	—
Insurance - - -	3	7	4	- -	- -	- - - -	-	-	-	216 18 2	126 14 4	—
To Government on account of building loan - -	240	—	—	—	—	—				—	—	—
To Government - -	240	—	—	—	—	—				—	—	—
To Government - -	240	—	—	—	—	—				—	—	—
Bank book - -	—	2	4	- -	- -	- - - -	-	-	-	28 17 6	- This debt deducted from the two last balances leaves the sum of - 15 6	—
- - - - - -	-	-	-	- -	- -	- - - -	-	-	-	28 17 2	- - -	- 2 4
Last year's debt -	27	19	8	- -	- -	- - - -	-	-	-	56 14 10	- 15 6	27 19 8
- - - - - -	-	-	-	- -	- -	- - - -	-	-	-	28 15 2	- 15 6	—
- - - - - -	-	-	-	- -	- -	- - - -	-	-	-	28 15 2	- 15 6	—
School requisites -	99	5	—	- -	- -	- - - -	-	-	-	99 5 —	—	—
School requisites -	112	13	8	- -	- -	- - - -	-	-	-	112 13 8	3 6 9	—
To purchase stock -	63	—	4	- -	- -	- - - -	-	-	-	63 — 4	62 10 11	—
School requisites -	56	6	10	- -	- -	- - - -	-	-	-	56 6 10	223 12 —	—
To purchase stock -	115	—	—	- -	- -	- - - -	-	-	-	715 2 4	- This debt deducted from the balances of the two preceding years, 291 7 2	164 — 7
[illegible] - -	300	—	—									
Bank book - -	—	2	1									
	£ 715	2	4									
[illegible] - - -	312	6	2	- -	- -	- - - -	-	-	-	- - -	4 7 2 This [illegible]	- -

RECEIPTS.

NAME of SCHOOL.	Year.	RENTS Received.	RECEIPTS from other Sources.	TOTAL RECEIPTS.	Arrears of Rent.	SCHOOL - - - Teachers' Salaries.	Building and Repairs, &c. &c.	Exhibitions and Premiums.
PRIVATE SCHOOLS—*continued.*		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Meath and Ardagh	1831	- - -	Balance in bank - - 13 8 8 Interest - - - 13 11 -	£. 26 19 8	26 19 8	- - -	- - -	- - -
	1832	- - -	Balance - - - 26 19 8 Interest - - - 13 11 -	£. 40 10 8	40 10 8	- - -	- - -	- - -
	1833	- - -	Balance - - - 26 19 8 Interest - - - 14 1 -	£. 41 - 8	41 - 8	- - -	- - -	- - -
	1834	- - -	Balance - - - - 10 - Interest - - - 14 11 -	£. 15 1 -	15 1 -	- - -	- - -	- - -
Down & Dromore	1831–2	- - -	Balance in bank - - 22 1 10	22 1 10	- -	- - -	- - -	- - -
	1833	- - -	Interest - - - - 8 4	- 8 4	- -	- - -	- - -	- - -
	1834	- - -	Balance - - - - 8 4 Interest - - - - 16 8	£. 1 5 -	1 5 -	- - -	- - -	- - -
Tuam - -	1831	- - -	Balance - - - 7 3 2 Interest - - - 14 6 4	£. 21 9 6	21 9 6	- - -	- - -	- - -
	1832	- - -	Interest - - - 14 6 4	14 6 4	- -	- - -	- - -	- - -
	1833	- - -	Interest - - - 14 6 4	14 6 4	- -	- - -	- - -	- - -
	1834	- - -	Interest - - - 14 6 4	- - -	- -	- - -	- - -	- - -

Office of the Board of Commissioners of Education, in Ireland,
1 September 1835.

EXPENDITURE.

- - - SCHOOL. INCIDENTS.				ESTATE. Agency.			ESTATE. Bailiff.			ESTATE. INCIDENTS.	TOTAL Expenditure.			Cash to the Credit of the School at the end of the Year.			Amount of Debt at the end of the Year.		
	£.	s.	d.	£.	s.	d.	£.	s.	d.		£.	s.	d.	£.	s.	d.	£.	s.	d.
- - - - - - -				-	-	-	-	-	-	- - - - - -	-	-	-	26	19	8	—		
To the master, towards the rent of his school-house - - -	13	11	-	-	-		-	-		- - - - - -	13	11	-	26	19	8	—		
To invest in stock -	26	19	8	-	-		-	-		- - - - - -	40	10	8	-	10	-	—		
To the master - -	13	11	-																
	£. 40	10	8																
To the master - -	13	11	-	-	-		-	-		- - - - - -	13	11	-	1	10	-	—		
To invest - - -	22	1	10	-	-		-	-		- - - - - -	22	1	10	—			—		
- - - - - -				-	-		-	-		- - - - - -	-	-	-	-	8	4	—		
- - - - - -				-	-		-	-		- - - - - -	-	-	-	1	5	-	—		
To the master, towards paying the rent of his school-house -	21	9	6	-	-		-	-		- - - - - -	21	9	6	—			—		
To the master - -	14	6	4	-	-		-	-		- - - - - -	14	6	4	—			—		
To the master - -	19	-	9	-	-		-	-		- - - - - -	19	-	9	—			1	11	5
Last year's debt - -	4	14	5	-	-		-	-		- - - - - -	-	-	-	9	11	11	—		

William Cotter Kyle, Secretary.

F.3

REPORT

FROM THE

SELECT COMMITTEE

ON

EDUCATION IN IRELAND.

PART II.

Ordered, by The House of Commons, *to be Printed,*
18 *August* 1836.

Lunæ, 15° *die Februarii*, 1836.

Ordered, That a Select Committee be appointed to examine into the State, Funds and Management of the Diocesan, Royal and other Schools of Public Foundation in *Ireland*, as also into the System of Education pursued therein, with a view to increasing their Utility, and to inquire how far it may be practicable and expedient, and in what Manner, and from what Resources, to improve, extend, and permanently maintain Academical Education in that Country, and to Report their opinion thereupon to The House.

And a Committee was appointed of,—

Mr. Wyse.
Lord Viscount Morpeth.
Mr. Shaw.
The Earl of Kerry.
Mr. Smith O'Brien.
Lord Viscount Mahon.
Sir Robert Fergusson.
Mr. Mackinnon.
Mr. Jephson.
Sir Richard Musgrave.
Mr. Mackenzie.
Mr. French.
Mr. John Maurice O'Connell (Kerry).
Dr. Bowring.
Mr. Lowther Chapman.

Ordered, That the Committee have power to send for Persons, Papers, and Records.

Ordered, That Five be the Quorum of the Committee.

Jovis, 18° *die Augusti*, 1836.

Ordered, That the Committee have power to Report the Minutes of Evidence taken before them to The House.

THE REPORT - - - - - - - - - - - - p. iii
MINUTES OF EVIDENCE - - - - - - - - - - p. 1
APPENDIX - - - - - - - - - - - - p. 147
INDEX TO REPORTS, 1835, 1836 - - - - - - - - p. 153

REPORT.

THE SELECT COMMITTEE appointed to examine into the State, Funds and Management of the Diocesan, Royal and other SCHOOLS of Public Foundation in *Ireland*, as also into the System of EDUCATION pursued therein, with a view to increasing their Utility, and to inquire how far it may be practicable and expedient, and in what Manner, and from what Resources, to improve, extend, and permanently maintain Academical Education in that Country, and to Report their Opinion thereon to The House:

HAVE proceeded in the Inquiry commenced last Session, and examined several other Witnesses, whose EVIDENCE they beg leave to lay before The House, together with an APPENDIX.

18 *August* 1836.

1836.

LIST OF WITNESSES.

Veneris, 4° die Martii, 1836.

John Bowring, Esq. LL.D. M.P. - - - - p. 1

Lunæ, 7° die Martii, 1836.

William Smith O'Brien, Esq. M.P. - - - p. 87

Veneris, 11° die Martii, 1836.

John Bowring, Esq. LL.D. M.P. - - - - p. 10

Lunæ, 14° die Martii, 1836.

John Bowring, Esq. LL.D. M.P. - - - - p. 15

The Rev. *Nicholas Wiseman*, D.D. - - - - p. 24

Mercurii, 16° die Martii, 1836.

The Rev. *Nicholas Wiseman*, D.D. - - - - p. 32

Lunæ, 21° die Martii, 1836.

Baldwin Francis Duppa, Esq. - - - - p. 49

The Rev. *Nicholas Wiseman*, D.D. - - - - p. 62

Martis, 22° die Martii, 1836.

The Rev. *Nicholas Wiseman*, D.D. - - - - p. 70

Lunæ, 28° die Martii, 1836.

Joseph Henry Jerrard, LL.D. - - - - - p. 103

Martis, 29° die Martii, 1836.

Joseph Henry Jerrard, LL.D. - - - - - p. 126

MINUTES OF EVIDENCE.

Veneris, 4° die Martii, 1836.

MEMBERS PRESENT.

Mr. Thomas Wyse.	Mr. Jephson.
Dr. Bowring.	Lord Mahon.
Mr. S. Mackenzie.	Sir R. Musgrave.

MR. THOMAS WYSE, IN THE CHAIR.

John Bowring, Esq. LL. D., a Member of the Committee; Examined.

John Bowring, Esq LL.D. M.P.

4 March 1836.

5557. *Chairman.*] YOU have lately visited several countries where education is known to be extremely general; what has been the result of your observations?—I have visited several countries, under different forms of government, in which the business of popular instruction has been an object of special attention; and may state, as a general result, that under every form of government the progress of education has had the most beneficial influence upon the people. In Denmark, for instance, where the government is despotic, and where education, as everything else, is wholly dependent upon the monarchical will, there is a very general diffusion of prosperity among all classes. In the minor German States, which have representative governments, in some respects resembling our own, the progress of instruction may certainly be traced in the improved condition of the whole people. In Switzerland, which I have lately visited, and particularly in the thirteen cantons whose constitutions are purely democratic, education has been an object of much attention of late, and its great progress has undoubtedly elevated the character and condition of the entire population.

5558. What are the most remarkable effects which you have observed upon the morals of the people in those countries?—I think it cannot be doubted that the quantity of crime and immorality has very much diminished among the classes that have been better educated. I have received this very morning, from the head of the government of Zurich, a statement showing in that canton that, since education has been widely extended, the number of illegitimate births has diminished from six to four per cent. In the canton of Neuchatel, the illegitimate births, according to the returns of 1835, are only one in 44; and I would mention, with reference to that canton of Neuchatel, that there is not a single village, however small, which has not a school. In Geneva, where education is also universal, it is impossible not to be struck with the condition of the working classes. Marriage among them, particularly in the trades in which instruction has most advanced, as in those of watchmaking and jewellery, is exceedingly rare, till they have the means of providing for a family; and I found that in the cases in which men had made improvident marriages they had completely lost the confidence of their fellows. The political results of education in Switzerland are scarcely less interesting. There is no country in the world, certainly, in which there is so slight a prejudice against strangers. In many of the cantons foreigners have been raised to the highest functions of government, and in very many of them have been chosen representatives of the people.

John Bowring, Esq. LL.D. M.P.

4 March 1836.

5559. Is not there an impost upon strangers in some of the cantons?—In some of the towns, for example in Geneva, there is a slight impost upon strangers residing there. I may mention a fact, showing how much education has tended to the removal of popular prejudices. In 1804 and 1828 the labouring population of Zurich was almost in a state of insurrection against the introduction of machinery; and in 1830, when universal suffrage was established in their constitutional code, the workmen, having the complete mastery of the government, entered into strong resolutions, and extorted pledges from many of the representatives, to resist the progress of machinery. In 1832 many machines were destroyed, but in consequence of the great progress of instruction, the workmen themselves have lately taken a part in the preparation of laws for the purpose of protecting the machinery that exists, and giving it further development; and a communication that I have now before me from the executive government, states, that at this moment the people, so far from being opposed to the progress of manufacturing industry, are co-operating zealously for the introduction of every species of mechanical improvement.

5560. What is the difference between the state of education in 1830 and in the year to which you have just referred?—Before 1830 though some attention had been paid to it, yet little had been done compared to what has been done since. In fact the then state of that canton was very unfriendly to the diffusion of knowledge; the censorship existed. In 1830 the censorship was abolished; an immense impulse has been given to education; a great number of schools have been established; the whole system has been revised, and I have reason to know that the people most cheerfully concur in the appropriation of any funds that are required by the Council of State, not only for the diffusion of such education as exists, but for elevating the character of that education, particularly with a view to those topics in which the manufacturing population is particularly interested. I should say the application of science and art to manufactures.

5561. Has the diffusion of education in this or any other of the cantons you have observed operated in producing a feeling of discontent amongst the inhabitants?—I think, on the contrary, the diffusion of education has been accompanied by peace, and the extension of a friendly spirit between persons of different religious opinions.

5562. Is the labourer content with his position, and the artizan with his, notwithstanding the diffusion of knowledge?—One of the consequences of the diffusion of instruction is the extraordinary increase in the general prosperity. In the canton of Zurich, the value of land has greatly augmented; formerly a man possessing 100,000 Swiss francs was considered a rich man, and certainly at the present moment that term would not be applied to any person who did not possess three times that amount.

5563. When you say "formerly," to what period do you refer?—I should say before the French Revolution. I believe at the present moment, according to the return I had from the government, nearly half the labouring population are become proprietors of land. Before the French Revolution there was scarcely an individual among them who was a possessor of any.

5564. Did you find that circumstance tend remarkably to the tranquillity of the country?—In one or two of the cantons, not in the canton of Zurich to which I am now referring; but in one or two of the cantons there have been certainly some vehement discussions of late, but they have not broken out into violence. Generally speaking the tranquillity of the country is admirable.

5565. Lord *Mahon*.] You ascribe very favourable effects to the changes subsequent to the year 1830; now are there not some facts which militate against that; for example, previous to the year 1830, the country was in a state of quiet and apparently of great prosperity, and in the next year there was a civil war breaking forth, and a regular battle near Basle; and in 1834 there was bitter dissension, not only between canton and canton, but between the inhabitants of the different cantons; is not that to be considered as in some degree detracting from the good effect which you ascribe to the political changes, or to the new system of education since 1831?—The question between Basle Campagne and Basle Ville, was a question between the patricians of the town and the inhabitants of the open country. The inhabitants of the open country were excluded from the exercise of equal political rights; their manufacturing industry was considerably interfered with by the government monopoly, and they took arms and re-organized their political institutions by the influence of an enormous majority. My opinion as to the state of tranquillity in that country, either before or since 1830, does not agree with the

opinion stated in the question, inasmuch as in almost every instance where an appeal was made to a constituent assembly, which was the case in all the 13 cantons whose constitutions were modified, the modification of those constitutions was carried in every instance by an immense preponderance of votes, and in perfect order, which shows the people were not satisfied with their previous institutions. The only example of any great political agitation of late (with the exception of Basle Campagne, which was a local question between the open country and the city, and which ended in a separation), the only late example of anything like commotion that I am aware of was in the canton of Argaovia, and which grew out of the refusal in 1835 of a few priests to take the oath required by the constitution. I would add too, as another happy circumstance, that religious acrimony is very much diminishing; I have seen, both in their popular assemblies and in their houses of representation, Catholics and Protestants sometimes in equal numbers, sometimes in great disproportion, invariably carrying on their debates in a kind and friendly spirit. With reference to that topic, perhaps I may be allowed to mention a circumstance in another country in which education is certainly very widely diffused,—in Holland. When the union took place between Holland and Belgium, the constitutional code was referred to an equal number of Catholics and Protestants. As it was very difficult to decide which party should have the predominance in a question of great interest, and in which religious discussions would naturally intrude, both parties agreed to choose a Jew as the secretary to the constitutional commission. When I was at Amsterdam a few years ago, so much had instruction brought with it a spirit of tolerance, that when the Catholic church was burnt down, the different established sects, one after another, lent their places of public worship to the Catholics in order that they might carry on in them Divine service.

5566. *Chairman.*] Is it not frequent in Switzerland to meet the same church applied to the use of different sects?—I have heard that it is, but it is not a fact within my immediate cognizance; but in Germany I have often seen it.

5567. Has education been productive of advantage to the industrial habits of the people, the improvement of their agriculture, and their domestic economy?—Undoubtedly. There has been, since 1830 particularly, an enormous increase in the trade of Switzerland; a greater proportional increase, I will venture to say, than has taken place in any other country in Europe. The three great productions of Switzerland, articles of silk, jewellery and watchmaking, have received such a development that, notwithstanding a great increase of labour, it has been impossible to meet the demand for goods, or for appropriate workmen. Agriculture has also made considerable progress, and the increase in the value of land is quite extraordinary. I believe, upon the average, land does not now give more than 2 ¼ per cent. on the original outlay.

5568. What is the general average of the interest of money?—The average rate of interest in Switzerland is four per cent.

5569. Is the mode of living amongst the peasantry considerably improved?—The mode of living is greatly improved, and their condition meliorated in every respect. The emigration from many cantons used to be very great; not only has it ceased, but there is a great influx of foreign population into all those cantons where manufactures are established on any large scale.

5570. Is the legislation of Switzerland comparatively improved by the education of its inhabitants?—The legislation has improved in every particular; not only in Zurich, but in all those cantons of which I have been speaking: the improvement that has taken place in public instruction, in the administration of justice, in the state of the roads, in the post-office communications, in the facilities for travelling of every sort, are quite remarkable; and the attention paid to those subjects must strike every body who has visited any of their public assemblies or their legislative bodies.

5571. Do you extend that observation to the mountain districts as well as the vallies, and to the country as well as to the town?—That is probably more remarkable in one of the mountain districts, Appenzel, than anywhere else; but there instruction is universal, and I doubt whether any individual could be found, under the age of 30, who is not able to read and write.

5572. Lord *Mahon.*] With respect to legislative improvements, are there not some facts a little at variance with that opinion; for example:—Canton of Soleure: voters for a new federal pact, June 1833: for, 1,884; against, 4,031. But the government of the canton being favourable to the project, and observing that the total number of persons entitled to vote was 12,013, declared that the project

John Bowring, Esq. LL.D. M.P.

4 March 1836.

should be considered carried by a majority, all those absent being reckoned as favourable to it; and in this manner the federal pact was carried in that canton, though, in consequence of its abandonment in other cantons, it never came to a practical adoption?—I was not aware of that fact; but I do know of a case resembling that quoted by the noble Lord: When the constitution of the Netherlands was rejected by a large majority of present votes, the King of Holland declared that all the absentees should be considered as favourable to his constitution; and in that way the constitutional code of the Netherlands was carried, and made the law of the land. With reference to Soleure I would observe, that that is not one of the manufacturing antons of which I have been speaking.

5573. *Chairman.*] Has education far advanced in that canton?—I should say less than in many of the cantons respecting which I shall have to speak. Soleure is a canton in which the Catholic and Protestant parties are very nearly balanced.

5574. Are the Catholics of one political party and the Protestants of another?—No; I do not think they can be distinguished politically, as they can be by their religious sentiments.

5575. In the canton of Appenzel, which you have described as one in which education is universally diffused, have you found that legislation is characterized by wise regulations?—I think in the canton of Appenzel, legislation is very far advanced: it is a canton in which the people assemble and exercise a direct *veto* upon all legislative measures. Nothing becomes a law in that canton till after the reasons given by the legislative body have been circulated throughout the whole canton; then the whole mass of the citizens are required to assemble and recognize its authority as law; and they do in fact assemble, the necessity being felt to be peremptory, inasmuch, unless a man can give evidence that he has been present at a meeting of that general constituent body, he cannot be plaintiff in an action at law during 12 months from the period of the meeting, unless he can produce good reasons for his absence, such as sickness or any other necessary cause. I beg to say, that though those large popular assemblies thus interfere directly in the business of legislation, they are conducted with the greatest possible order, with the smallest possible excitement; and wherever, as it frequently happens, there is a great difference of opinion, the state of the suffrages is collected without tumult, and in the most satisfactory way.

5576. Have they been found competent to decide questions of a complicated nature, relative to the nature of property and succession, and others of a purely legal description?—At the last great popular assembly all the questions that were submitted to them were questions connected either with taxation, or trade, or property.

5577. Do you recollect what was the result of their deliberations?—Three of the recommendations of the legislative assembly were recognized, and one was rejected. The one rejected was a law which excluded from taxation the property of the state and the property of the communes.

5578. Is there much political discussion in Switzerland?—A great deal indeed; and the number of newspapers since 1830 has very greatly increased.

5579. Are they characterized by much political acrimony?—There is a great deal of acerbity certainly in the press, but I think that is diminishing.

5580. Has it a strong effect upon the passions of the people?—I think not. The Swiss are not a passionate people. After the great change that has taken place in many of the cantons, it is very natural that a great deal of resentment should be left. This is particularly the case in Berne and in Basle Ville, and in some other of the towns, in which the patrician families were superseded by those elected by popular opinion. It is very much diminished every where, except at Berne, where undoubtedly it is very strong.

5581. Are all their assemblies open to the people?—Their assemblies are open in almost every case, and was a consequence of the changes of 1830; and I believe, with the exception of Geneva, both men and women are admitted to the legislative debates.

5582. Is universal suffrage general in the cantons?—Universal suffrage is general in the cantons whose constitutions were modified in 1830 and 1831.

5583. You have stated that in the canton of Appenzel education is universal; are there any other cantons in which the same fact is observable?—I think it may be said to be the case in Neuchatel, and others.

5584. Lord

5584. Lord *Mahon.*] Is there not a very bitter feeling between Neuchatel and most of the other cantons?—No doubt, as well as in Neuchatel itself, from the extraordinary constitution of the canton, in which the representation is popular, and the administration wholly nominated by the king of Prussia; it is a state of things that naturally produces a good deal of difference of opinion.

5585. *Chairman.*] Has crime generally diminished in the cantons where education is more general?—It has; I have not the statistics of crime, which are, in fact, very difficult to collect in Switzerland, from the independence of the different cantons upon one another, and the very little action that the governments exercises over the people generally; but I have found in almost all the cantons an expression on the part of the authorities that there was a great improvement in public morals, and a great diminution of crime, particularly of the more heinous offences.

5586. Both as against person and property?—That is occurring in Switzerland which is occurring every where else, that crimes of violence diminish, and crimes of fraud rather increase.

5587. To what causes do you attribute that circumstance in Switzerland? Does it arise from the increase of luxury?—It appears to me that in Switzerland, as every where else, one of the consequences of education is, that crime becomes more calculating, and as the gains of fraud may be greater and the risks less, than those of open outrage, instruction will naturally have a tendency to commit offences rather on men's property than on their persons.

5588. Lord *Mahon.*] You stated that since 1830 the tide of emigration had turned, and that people have been coming in instead of going out: now, might not that be owing entirely to the political exiles who have come into Switzerland since that period, consisting of a very considerable body of Poles and Sardinians?—I spoke of emigration as acting upon the manufacturing parts of the country; political emigrants were not the class of men to whom I referred.

5589. As your source of information is probably a list of men coming in and going out, is it not difficult to separate those who come for manufacturing objects from those who come for political objects?—My sources of information are the returns that I have of the number of Swiss and of foreigners employed in different trades. I may mention, as an example, that there are 27,177 individuals, artizans, at Geneva, of whom, at the present moment, 17,015 are Genevese, and 10,162 strangers.

5590. *Chairman.*] May not that influx of strangers, in some degree, be attributable to the improvement in their commercial education?—No doubt.

5591. Has there not been a remarkable improvement in their commercial education within these few years?—Certainly; they made an attempt in Switzerland to introduce custom-houses a few years ago, but the attempt failed altogether, and no custom-houses now exist, nor is there any impediment whatever thrown in the way to the introduction of foreign articles of any sort.

5592. Do the several cantons cordially concur in these general regulations, is there no jealousy between them?—The cantons have most of them a toll on their roads, and one of the great objects of the federal pact which has been referred to was to get rid of those trammels upon internal communication; but there is in Switzerland such a strong attachment to what they call cantonal independence, that no general system has been introduced for facilitating the arrangements between the different portions of Switzerland, and they stand in precisely the relation to one another in which they stand to foreign countries; that is to say, an article coming from France penetrates into Switzerland on the same conditions as an article coming to some province of Switzerland from any other province.

5593. Is not that feeling in some degree diminishing?—It is; and the diet have made several attempts to facilitate communications; and I think it is one of the circumstances in which public opinion is much improving.

5594. Do you attribute that improvement to the diffusion of education?—To the diffusion of education, and to the diffusion of knowledge generally.

5595. What has been the amount of education in general among the lower classes; does it extend much beyond reading and writing?—Of late it has extremely improved. In the cantons from which I have official returns, the average of the whole population in the schools is about one-fifth. Though there is some difference in the legislation of the different cantons with respect to education, the principle which most generally pervades Switzerland is this, that there shall be schools everywhere accessible to the population, that the funds of those schools shall be provided

John Bowring, Esq. LL.D. M.P.

4 March 1836.

vided from local sources, and that wherever a case of poverty is made out to the central government, then the central government shall provide, from the public funds, sufficient to carry the general object into effect.

5596. Lord *Mahon.*] Are there any adult schools?—Yes, very many. There are very important adult schools of art; schools of design, and the écoles industrielles, which are widely spread, are composed very much of adults. To show how far provision is made locally for schools, I find that in the canton of Neuchatel, where instruction is universally diffused, in the last year only 8,260 Neuchatel francs, which amount to about 230 *l.* sterling, were necessary to assist the local funds. In Thurgovia, where education is very widely spread, and where the population is about 80,000, the whole amount required from the state funds was 6,500 florins, about 550 *l.*

5597. Is education compulsory upon the people?—Education, in many of the cantons, is obligatory; and in almost all of the constitutional codes that were adopted in 1830 there is a clause, making the general instruction of the people obligatory upon the legislature and the government.

5598. Mr. *Mackenzie.*] Does that extend to all ranks of the people?—Yes.

5599. *Chairman.*] How is the obligation enforced?—It is enforced by an administrative organization, which differs in the various cantons. In some of the cantons education has been very long obligatory, and it depended upon the minister, who was formerly called the "minister of arts and sciences."

5600. At what period was this?—During the existence of the Helvetian Republic. Upon the overthrow of that state of things, councils of education were formed; they were superseded by councils that were called "academic," and at the present period, in most of the cantons, the business of education is directly under the control of what is called the Small Council, which is in fact the executive body, the legislative body being called the Great Council. For a long period there has been, in almost all the cantons, a dedication of larger and larger sums of money to the purpose; for instance, in the Pays de Vaud I observe, from 1803 to 1815, 15,600 Swiss francs were devoted from the general state funds; in the 15 years following 1815, the sum of 55,000; and this progressive dedication of larger sums to this purpose is going on.

5601. Lord *Mahon.*] How has it been since 1830?—In 1833-34 it was 82,322 Swiss francs.

5602. What proportion do these sums bear to the general expenditure of the state?—There are some states, Thurgovia for instance, in which the sum applied to the business of education is four times the amount of the whole state revenues.

5603. Mr. *Jephson.*] What is the state of religious feeling in the cantons of Switzerland, as compared with other countries?—Infinitely more benevolent.

5604. As to its intensity?—The habit of association which exists between different religious sects has introduced a much more friendly and harmonious feeling among them.

5605. Lord *Mahon.*] Do you conceive that any one sect is gaining rapidly upon another?—I think not; the Protestant districts are undoubtedly the most prosperous, and the Protestant districts also are by far the most instructed. In the canton of Appenzel, the district of Inner Rodes, which is a Catholic district, has made much less advance than the district of Outer Rodes, which is Protestant; and the proportionate sums of money applied to the purpose of education is strikingly in favour of the Protestant population, who are, in fact, the manufacturing population of Switzerland. There is very little manufacture in the Catholic districts.

5606. *Chairman.*] Is there less industry generally in the Catholic districts?—Undoubtedly.

5607. Mr. *Jephson.*] Suppose any one were to object to the evidence you have given, that you have in your views mistaken the cause for the effect, and that education was by no means the cause of the prosperity you have described, but that education followed upon that general prosperity of the inhabitants which may have arisen from other causes, such as the institutions of the country, or peculiar circumstances connected with the district; how would you answer that objection?—I should answer, that education and prosperity have a mutual action upon one another; that education creates prosperity, and that prosperity gives an impulse to education.

5608. Have not you given the prosperous state of Switzerland as a proof of the value of education, thereby ascribing education solely as the cause of the prosperous

perous state in which you find Switzerland?—I look upon education as having mainly contributed to the production of that state of great prosperity, as being the principal cause; that there have been other co-operating causes there can be little doubt.

5609. If the inhabitants had not been prosperous from other causes, do you think that education would have extended itself so much?—Education would not have extended so much, because they could not have furnished funds for the purposes of education; but that education extends with the growth of prosperity, and that one of the effects of education is a desire to extend its benefits and its blessings, I think, cannot be doubted. That the cantons which are most instructed are still those which are making the greatest advances in instruction appears to me quite demonstrable.

5610. Does not the extension of education necessarily require a certain degree of previous increased prosperity among the people?—I think there are cases in which, without any considerable prosperity among the masses of people, something may be done by government for the furtherance of education; but it is clear that education, like everything else, must depend upon the means you can apply to its extension, and that those means can only grow out of the wealth or other resources that are obtainable for the purpose.

5611. Would not you think it absurd to attempt to improve the situation of a people who were in a state of great destitution from other causes, by the simple introduction of education?—Certainly not; if a people were in a state of great destitution, and education could be applied to them, they would relieve themselves much more rapidly than if they were left in a state of ignorance.

5612. Would not attention to education be a secondary consideration with you in considering the means for their relief?—I think, under no circumstances can education be made a secondary object. It is impossible considerably to elevate the condition of any people, unless education be made a primary object.

5613. The question intends expressly to distinguish religious and moral education from intellectual education?—I cannot draw such distinctions.

5614. Lord *Mahon*.] You have stated that you think the favourable change in public feeling in legislative proceedings and in other points has arisen since 1830, from the great diffusion of education since that time. Now the year 1830 is only five years ago; how then can education have acted in such a manner upon those who have been to school, as in any degree to affect either voters or legislators, or any of those who may have had the control of affairs in those little republics?—Education has not only influenced the rising generation, but there has been a great application of funds to the instruction of adults. I have no doubt, for instance, that the circulation of newspapers has since 1830 increased manifold: nor must it be forgotten that an instructed child is an improver of its less instructed parents.

5615. Mr. *Jephson*.] Do you attribute the increase of newspapers to the start of education since 1830?—I mentioned other circumstances; the press was under a state of censorship in many of the cantons before. All that I meant to say in any answer that I have given is, that education since 1830 has made far greater progress than it had made before; that a great proportion of the adult population have been receiving instruction of a much higher order than before existed. In most of the manufacturing cantons écoles industrielles have been established, in which they have had much of scientific instruction. Then there has been introduced into the business of education, in the secondary schools, attention to topics much more extensive and elevated than before, and in fact the general atmosphere of the country has become far more intellectual than at any previous period. As respects the more remarkable changes in the condition of the people, no doubt the contrast should be carried back to the period of the French Revolution; but since 1830, as much greater sums have been applied to the business of instruction, and as many of the cantons have established it as a principle, that there shall be no part of a district in which there shall not be a school accessible to every individual, in those cantons particularly the most remarkable progress has been made.

5616. Mr. *Jephson*.] You were understood to state that contemporaneously with the great desire to extend education in Switzerland, there has been a general increase of prosperity in the country; but that does not prove that the one is the cause of the other?—Then I would say, let other causes be found which will account for the indisputable change. I would also mention another circumstance which has had a great effect since 1830 upon the advance of education, the introduction and extension that has been given to Normal schools, that not only have they

John Bowring, Esq. LL.D. M.P.

4 March 1836.

created a new race of teachers, but that the old teachers having been compelled as it were to fit themselves better for the discharge of their functions, there is scarcely a school in the country, even of the most humble character, in which the amount of instruction has not increased, and in which the character of the teacher has not improved; that notwithstanding the resistance which has been referred to, to the intercommunication between the cantons, yet in this particular case, where a small canton has not been able to establish a Normal school for itself, they have managed to agree with some neighbouring canton; and thus the two together combined have created Normal schools, which have provided instruction for both.

5617. Lord *Mahon.*] Is there any difficulty in having Protestants and Catholics in the same schools?—None at all.

5618. *Chairman.*] Are they educated entirely together; is the religious instruction given together with intellectual?—It is rather uncommon to find in Switzerland a district which is not principally occupied by the partizans of one or other of the great religious sects. Geographical position generally defines the opinions of the people. Sometimes various sects inhabit the same district; but in general there are Catholic villages and Protestant villages; and from that natural sympathy which exists between individuals of the same religious opinion, there is a tendency among strangers to settle among those whose religious opinions are the same as their own. The law only requires that the parish or commune shall provide a school, and it does not interfere in any way with the religious opinions of the children.

5619. You stated that councils of education were to be found in most of the districts?—Yes; there are sub-councils in the districts, and a central council in the capital.

5620. What power does the central council exercise in the school?—Probably the better way will be to take one canton and state the legislation; but I should like to state, with regard to this Normal school, that the canton of Thurgovia has lately made an arrangement with the canton of St. Gall to instruct in their Normal school 25 teachers.

5621. Lord *Mahon.*] As to the Catholics and Protestants, the practical point would be, how religious instruction is managed in those schools where Catholics and Protestants come together. One of your recent answers rather tended to show that such cases were not common, because whole villages are mostly of the same persuasion; but if there are cases in which they do intermix, how is the point of religious instruction managed?—I confess it is a question I never asked, because I am in the habit of disassociating inquiries of this sort from any investigation into religious opinions. I have looked through the law of public instruction of the canton of Thurgovia, which I have now before me, and I do not see, from beginning to end, any reference to the religious opinions either of children or parents. The 20th article of the constitution declares that the instruction of youth is the duty both of parents and of government, and requires that it shall be universally provided for.

5622. Does the new constitution of the canton of Thurgau make any mention or provision whatever for religious instruction?—Yes; the second clause goes on to say, that the object of education is instruction, both moral and religious, and that it should be destined to the development of virtuous conduct, and to the formation of religious men.

5623. Is there nothing upon the subject beyond what you have read; for that appears to be only a sort of general and unprofitable maxim?—It does not appear so to me. In the elementary schools it is provided that religious instruction shall be given, and instruction in Biblical history.

5624. But it does not state as to the difference of Catholic and Protestant?—No, they make no distinction between the sects; and in fact, that distinction which we have constantly present to our eyes in this country, happily exists very little in many other countries. I have again and again known individuals of high standing, who had not the slightest notion of the religious opinions of those with whom they were in constant communication in the intercourses of society; the religious questions do not embitter the relations of life, in many parts of Europe, as they do in ours.

5625. The point is, by what means they are to acquire their religious knowledge, if they have no other information except conjointly with those who may hold different sentiments?—It does not appear to me that religious knowledge necessarily implies sectarian instruction.

5626. Would not you wish a Protestant or Catholic to be well informed of those points

points of his faith which are not common to him with other Christians?—Not in a public school; it is a matter which I should leave to the religious teacher out of the school; but I should be very sorry to see introduced into the general system of education any of those topics which would lead to polemical discussion and malevolent feeling among the children.

5627. *Chairman.*] Are you aware that in the code of Zurich there is an article specifying the mode in which religious instruction should be communicated in the schools?—I am not aware of it.

5628. Lord *Mahon.*] Can you give the Committee any information how that point is practically managed in Thurgovia; have you had occasion to observe practically how that difficulty is overcome?—No; as I said before, it has not occurred to me to inquire into the religious opinions of children in elementary schools. I have in many parts of the world seen children of different religions in the same school; but I have frequently heard masters say, that they themselves were ignorant of the religious opinions of the pupils sent to them for instruction.

5629. *Chairman.*] Is religious education in consequence neglected in those schools?—I should say less there than anywhere else; for it appears to me to be the fact, that where a school does not make sectarian religious instruction an object, the parents of the children, and the clergyman of the sect to whom they belong, generally take a much greater interest in the subject, and consider it more specially their duty to give that religious instruction which represents their own opinions, and which is not provided by the public school, while the really higher and nobler points of religious teaching, those on which all religious sects agree, may be conveniently and successfully taught to all.

5630. Have you found in Switzerland a strong religious feeling amongst the different classes of the inhabitants?—There can be no doubt that Switzerland is one of the most religious countries in Europe.

5631. Does that evince itself, not only in the practice of social duties, but in their attendance upon the public services of religion?—The churches and chapels are very fully attended.

5632. Lord *Mahon.*] You have stated that you do not think it desirable that in schools there should be any religious instruction on those points on which different religious persuasions differ from one another; will you develope a little in what way you think religious instruction ought to be given in schools?—I think there are certain points upon which all Christians unite: supposing there were a district in which the only question should be between different religious sects, there would be certain points which all men would concur in considering as fundamental religious truths.

5633. Would not that limit be very much narrowed if you apply it to all sects? for instance, if we take into account the Unitarian sect, should not we reduce the admitted ground between both to an extremely narrow one?—I think the more it is narrowed, the better; it would be narrowing the field of uncharitableness. It appears to me that it would be of great advantage not to permit the intrusion of topics which would interfere with religious harmony.

5634. Practically, if you had to instruct upon any points connected with religious belief, the Catholic and the Unitarian, what could you teach?—I think that the morality of the Bible might be very properly taught to both.

5635. Do you conceive that there are any points connected with religion which could be taught both to a Catholic child and to an Unitarian child?—Yes; points abundant and important. I have no doubt that the great fundamental doctrines of the Bible may be so taught as not to interfere with the peculiar religious opinions of any Christian sect; and I have, as a matter of fact, seen in Geneva and elsewhere, the children of Unitarian and Trinitarian, of Protestant and of Catholic parents, educated in the same school, and nothing like the shape or the shadow of religious dissension or discussion among them.

Veneris, 11° *die Martii*, 1836.

MEMBERS PRESENT.

Mr. Wyse.	Dr. Bowring.
Mr. Mackenzie.	Mr. French.
Lord Mahon.	

MR. THOMAS WYSE, IN THE CHAIR.

John Bowring, Esq. LL.D., a Member of the Committee; further Examined.

John Bowring, Esq. LL.D. M.P.

11 March 1836.

5636. *Chairman.*] WHAT is the last published code of education in Switzerland?—The last which I have is the code of Thurgovia, which issued in the year 1835.

5637. On what principle is national education intended to be fixed by the general law of the state?—The constitutional code of Thurgovia provides that instruction shall be universally communicated to all the citizens of the state, and makes the education of children obligatory upon parents.

5638. What is the character of the education prescribed by the general law?—Perhaps I had better give to the Committee in some detail the particulars of the law itself. It divides education into two departments, elementary and secondary schools. In the elementary schools, reading, writing and arithmetic, both mental and written arithmetic, are taught, as are the elements of book-keeping, singing, geography and history of the country, and religious instruction, of which the Bible is declared to be the groundwork.

5639. Is this in all classes of elementary schools?—This is in all classes of elementary schools.

5640. From the lowest to the highest?—From the lowest to the highest. The elementary schools divide their system of instruction into winter and summer courses; and there is a sub-division of education into ordinary elementary schools and schools of repetition, the object of which is to recal to those who have ceased to attend the ordinary day schools, what they had previously learned in them. The period of education begins at five years, and is carried on to 11 years. When education in the daily classes is over, the repetition classes are open to all children who choose to attend. In all the schools instruction is given in singing, and church music is taught once a week in choirs; and there is also established in all the class districts an evening school for singing.

5641. Does this comprise all classes of elementary schools existing in the state?—I am now speaking solely of the elementary classes.

5642. What is the course followed in elementary classes?—The course begins in the month of May, and the minister of every parish is required to report all the children who on the 1st of May are between five and six years old; the parents are from that age required to send them to the elementary class for instruction; the course always begins at this period of the year, when there is a general introduction of the children who have reached the prescribed age.

5643. You have stated that the parents were required to send their children to school; in what manner is the obligation enforced by law?—A report is made by the minister of the parish to the district school committee, if there be any delay or hesitation; the practice of the clergyman is to visit the family; the cases of resistance are exceedingly few, but the law gives to the authorities the power of imprisoning any parent who shall ultimately refuse to obey the general legislation upon the subject.

5644. In whom is the execution of the law vested?—In the ordinary tribunals.

5645. What period is prescribed, or is it left to the discretion of the ordinary tribunals?—I think it is three days' imprisonment; but I am not aware of any instance in which this punitory part of law has been thus applied.

5646. Are fines imposed?—Fines are also imposable.

5647. Are fines imposed previous to recurring to the sentence of imprisonment?—A choice is left either to inflict punishment in the shape of personal visitation or by pecuniary fine.

5648. Have you heard of any murmur on the part of the people against that article of the code?—Generally speaking, the information I received showed

showed that there was a great willingness on the part of the parents to send their children to school, and that willingness has much increased of late.

5649. Do they consider that article of the code in any way interfering with personal liberty?—On the contrary, it may be considered as eminently popular in the canton; I am now speaking of the whole of the legislation; it is the legislation of universal suffrage, and therefore represents the general opinion.

5650. On the admission of children to the school, what branch of instruction do they first commence with?—There is in each district a council of education, to whom certain functions are committed; they decide as to the hours which shall be devoted to certain studies. Certain attributions are conferred upon the clergyman of the parish, who is official visitor of the schools, and who reports, when it is necessary, to the district council of education, which district council of education reports to a central body which is fixed in the capital of the state. Inspectors are also named, sometimes by the central council for a general object, and sometimes by the local council for a special one. It is on school certificates that children are admitted to confirmation, out of which grows the exercise of the rights of citizenship.

5651. What portion of the year is generally spent in schools?—The law requires that at least 32 weeks in the year shall be given to education; the course of the winter schools is 20 weeks, commencing in the month of November and continuing till the end of March.

5652. By law?—Yes, by law; the daily schools require that 27 hours a week shall be given to instruction, and in the schools of repetition six hours a week.

5653. How are the hours distributed, does the distribution depend upon the discretion of the local council?—Yes, inasmuch as the habits of the people and their labours are of different characters, it has been found desirable to accommodate the hours of study to the wants of the population.

5654. Are they also empowered to fix the branches of instruction which shall be pursued in each of these schools?—Yes.

5655. The distribution of time varies then according to the situation of the schools?—It varies according to the situation of the schools; it will be clear, where the population is agricultural, that the arrangement should be somewhat different, both as to the seasons and hours, than in districts where the population is manufacturing.

5656. And also as to instruction?—And also as to instruction.

5657. Do schools in the country usually combine with their ordinary teaching any portion of agricultural instruction?—I am not aware that agricultural instruction is made a portion of elementary school education. It is attended to in the secondary schools.

5658. Are the children obliged, during the period you have just now mentioned, to attend constantly at the schools?—The children are compelled to attend constantly, unless valid reasons are found by the parents.

5659. Is this obligation enforced by law?—This obligation is enforced by law; the parents are fineable 30 kreutzers, which is equal to 10 *d.*, for every week of absence of their children, and the schoolmaster is responsible for reporting the absence of the children to the council of education.

5660. The Local Council has also a power of enforcing that article of the law?—Yes.

5661. You have stated that they are not exempted except upon grounds that are considered valid, what are those grounds?—Illness of the children, or illness of any members of the family, where the assistance of the children can be proved necessary; great domestic calamities, or very important domestic festivals, such as marriages or christenings, impassable roads or ways, caused either by snow, ice, or water. There is another regulation also compelling masters to dismiss children who are visited by contagious disease.

5662. Has the schoolmaster or the council any power of granting leave of absence?—For very short periods the power is in the hands of the master; but he is compelled to report, and to obtain the sanction of the local council of education, when the period is for more than a few days.

5663. Mr. *French.*]—Have they the power, if the children are wanted for agricultural purposes, for instance, in certain seasons, to allow them to keep away?—Clearly, if sufficient grounds are shown.

5664. *Chairman.*]—Does the law specifically provide for such a case as that just mentioned?—That is not a case specified, I think, but there is a general power given to the local council to grant leave of absence to the children.

5665. Are the children allowed to leave school at an earlier period than that prescribed by law?—On grounds shown.

John Bowring, Esq. LL.D. M.P.

11 March 1836.

5666. When I say early, I mean instead of spending five, six, or seven years, at the expiration only of three years?—In cases of extraordinary aptitude upon the part of the child, so that he shall be enabled to obtain instruction in a shorter period than a less intelligent child would obtain in a longer, the business of instruction having been done, the child would be released from the obligation of attending school.

5667. Are they allowed to pass from one class to another, in proportion to their progress, or are they released after a certain number of years in each class?—According to the progress of the pupils; they move from an ordinary to a superior class when they have made advances.

5668. Not from any specific period?—No.

5669. Does the law, at the same time that it imposes an obligation upon parents to send their children to school, provide also a school for sufficient numbers to render that obligation easy to be complied with?—In every case it is provided that a school shall be accessible to the scholar at a distance not greater than a league-and-a-half, that is the maximum of distance which any child is compelled to go; but as a matter of fact, it is only in the mountainous and very little peopled parts of Switzerland that the distance is so great: in other parts it is much less. In the case of this canton of which I am speaking, the population is 80,000, and the number of elementary schools, according to the last report, is 251; so that there is a school for every 320 inhabitants. There are 14 schools which have 20 scholars, and they go on in various proportions up to 100 scholars, of which number there are only three schools; this shows how much they must be spread over the surface of the country, for supposing five inhabitants to compose a family, there is one school to every 64 families.

5670. Are the two sexes instructed in the same school, or in separate schools?—In the majority the two sexes are in the same school; there are 31 schools however in the state in which the children are divided into their separate sexes. What is well worth attention, as exhibiting the great extent of education in this canton, is, that the number of girls is somewhat greater than the number of boys. In a population of 80,000, I observe there are 8,571 girls, and 8,321 boys, making altogether 16,892 scholars, which is a proportion of more than one in five.

5671. It appears there is very little private education, private education not being taken in these returns?—This is the return made in the spirit of the regulations to which I have referred, both of children between five and 11, taking in also the schools of repetition. This does not include scholars to whom the higher branches of education are communicated.

5672. Mr. *French*.] These are simply the children of the peasantry?—Principally of the working classes. It therefore appears that the state and the local authorities provide instruction for more than 20 per cent. of the whole population.

5673. *Chairman*.] Has this increase taken place lately, or has it been gradually advancing for a certain number of years?—It has been gradually advancing.

5674. Is the greater part of the adult population of this country capable of reading and writing?—It is difficult to find in this canton individuals under the age of 30 who are not able to read and write; above that age a good many exceptions may be found.

5675. Is it thought disgraceful in the canton for any person to be ignorant of the elements of education?—Undoubtedly.

5676. Is the assurance of having passed through these elementary schools required as a condition for employment, as a servant or workman in a manufactory, or in any other situation of trust?—I should think it would be very difficult for a young person to obtain a situation even in an ordinary condition of life who was not able to read and write.

5677. Does not that operate in a great degree as compulsory means of extending education universally in the state?—Yes; inasmuch as the rights of citizenship can only be obtained by becoming a recognised member of the church, and this recognition depends on educational certificates. The rights of citizenship are highly valued, and the effect of the peremptory law of education has been successful in generalising,—I may rather say, universalising education. I will state, that after a communication to a parent that a child does not attend school, a fine is levied upon the parent of three kreutzers for the first half-day, and six kreutzers for every succeeding half-day. All fines go to the education fund.

5678. Lord *Mahon*.] I think I understood you to say that the ages of the children are exclusively between five and eleven?—In the elementary schools.

5679. I think

5679. I think I also understood you, that the number of children in this canton of Thurgovia is 16,000, that is one-fifth of a population of about 80,000?—Yes.

5680. Now is it not a fact, on statistical principles, that the number of children between five and eleven years of age, in any population, would not be one-fifth, or anything like one-fifth?—The number of children in the elementary schools is 11,976; the number of the schools of repetition, which come after the elementary course, and therefore after the age of 11, is 4,917. And these *data* do not run counter to the statistics of population.

5681. *Chairman.*] Are there any other means in general use for the purpose of enforcing the attendance of children at school?—If a manufacturer is discovered to have employed a child whose duty it was to be at school, during the school hours, that manufacturer is fineable by law.

5682. Are all children required to pay certain fees for attending schools, or are all, or any, gratuitously educated?—Education is gratuitous in every case where poverty is made out, if the parent claims exemption on the ground of poverty.

5683. Who is to judge of the claim to such exemption?—The school council.

5684. Is it not the tendency of that law, dividing education into two classes, gratuitous and paid, to form two classes of inhabitants, and to throw a certain slur upon that class which receives education gratuitously?—That is one among the many consequences which attaches to poverty; and I do not see how the evil can be remedied. The poor man cannot be raised to the condition of the opulent.

5685. Could it not be remedied by assessing upon the district at large the sum necessary for the maintenance of the school, and throwing the school open to all classes gratuitously?—There is a strong feeling, when the parent is able to pay for the education of his children, that it becomes him to undertake for such payment.

5686. But in the mode which I have just suggested, by assessment, would he not equally pay; and if the assessment were graduated according to the circumstances of the payer, would not the parent pay in the ratio of his position and circumstances to the support of the school?—There are probably cases in which a district assessment might be desirable, but, in general, I should think there is a disposition rather to pay for a specific service than to contribute to a general fund.

5687. If the district were large, perhaps that objection might, to a certain degree, lie against it, but where the district is extremely small, and when the service is immediately and directly rendered in return for the payment of the assessment, do you think that the same difficulties and reluctance would occur?—This point is well worthy of consideration, and I doubt much whether it would be desirable to lay down a general rule; there are localities probably where the assessment for general taxation would, upon the whole, be most desirable, and others where there would be a great disposition on the part of the parents spontaneously to contribute for the education of their own children. In Switzerland, however, there are cases where the local school funds are quite sufficient for the education of all the children of the district.

5688. When you speak of school funds, do you speak of endowments for schools?—Endowments and other local resources; the different districts have different means; some of them are so rich as to require no assistance from the state funds; others are so poor as to require very considerable assistance from them.

5689. The state, then, grants assistance wherever it can be clearly made out that any particular district is in want of such a fund?—Yes.

5690. Through whom does such an application generally come?—Through the district council, made to the general council, and through the general council to the executive.

5691. Is the fund necessary for the support of a school in any case levied by assessment upon the district?—There are cases in which a fund has been levied for the purpose of education by assessment. But school revenues are derived from many sources, such as landed property possessed, a payment of two florins and 42 kreutzers upon marriages, the fees upon recognition of citizenship, voluntary contributions, payments made by scholars, fines levied for disobedience to the educational code; and in case these resources are insufficient, an authority is given by the law for local assessment.

5692. By what body is voted this local assessment in general?—By the local authorities, on demand of the educational council, and under the sanction of the executive.

5693. Lord *Mahon.*] I think I understood you to say that two things are prohibited in

John Bowring, Esq. LL.D. M.P.

11 March 1836.

in this council; that there shall not be education in any school out of the limits of the canton and education at home?—No; there is no prohibition of such education.

5694. Of course it does not prohibit any instruction given at home; but is education at home no drawback from numerous and constant attendance at these schools?—I think the attendance upon these schools is not peremptory when other instruction is afforded.

5695. Is there any law upon that subject?—I imagine the name of an educated child, or a child under education, would not be inserted by the clergyman in the returns.

5696. I understood you that a fine was levied in case of non-attendance?—I should think it would be a sufficient answer, that the children attended another school of higher education.

5697. *Chairman.*] That would be considered by the competent authority a good ground of exemption?—Yes.

5698. Lord *Mahon.*] That is where instruction is given in a higher school; but I mean domestic instruction?—I should suppose that it is sufficient exemption if it were shown that the children received elsewhere that elementary instruction which the state insists on, and which it provides in those cases where other means for obtaining it do not exist.

5699. As to the second point, education in schools out of the limits of the canton, in other parts for instance, of Switzerland?—There would be no impediment to that I imagine; the absence of the children would be sufficient excuse for their not attending in the elementary school.

5700. I beg to observe, that neither of these are included in the list of your excuses?—I do not observe them.

5701. How would the case stand in the event of education either at home or in any other canton?—I repeat, that as the initiatory list is provided by the clergyman, the name of no child would be inserted in it, either absent from the canton or for whom education was sufficiently provided.

5702. You mentioned a fine to be levied upon the parent in the event of the non-attendance, except under certain conditions?—Yes.

5703. *Chairman.*] What course is pursued in the case of an illegitimate child?—Illegitimate children are in the charge of the commune.

5704. And in no case in the charge of the father or mother?—I imagine that if an illegitimate child lived with its father or mother, their responsibility would be the same as in the case of a legitimate child; the number of illegitimate children is small in Switzerland; there is a general law in the cantons that makes a provision for illegitimate children; they are frequently taken possession of by the state, and delivered over to persons who are made responsible to the state, and receive from it a certain sum of money. I think six Louis-d'ors per annum is generally paid by the state for the maintenance of illegitimate children, or of deserted children; and I take it, the individual receiving the recompence would be held responsible for all the obligations for which a parent would be responsible; in fact, that he would stand *in loco parentis.*

5705. Orphans; how are they provided for?—In the same way. I should state, that in all schools a daily book is kept, reporting the presence or absence of all the scholars.

5706. Are they daily visited by the inspector of the local council?—Not necessarily; a protocol is made by the visitor as to the state of attendance, which is laid before the school commission.

5707. Are periodical reports required to be forwarded from the local council to the general council?—Yes.

5708. And from the schoolmaster?—The periodical reports are made from the local council to the general council, and from the general council to the executive; the executive also makes a report to the legislative body.

5709. What is the general amount of the salary of teachers in the elementary schools?—The minimum of the payment of an elementary schoolmaster is 80 florins, habitation for him and for his family, the commune being required to provide him this; he receives on account of every daily scholar two kreutzers a week, and from the scholars in the repetition schools 24 kreutzers a year.

5710. Is there any provision for superannuation?—There are no pensions of retreat, that I know of.

5711. No sinking fund raised by the schoolmaster for that purpose?—I imagine the schoolmasters are a class of people who deposit the small economies they

they get from the commune in saving banks, which exist universally in Switzerland. *John Bowring*, Esq. LL.D. M.P.

5712. Are they generally connected with the church; the teachers, do they pass from the situation of teachers to that of clergymen?—I should think rarely. 11 March 1836.

5713. Is it considered a situation of much respectability in Switzerland by the people?—It is; the schoolmasters in general are held in regard by the population, and their general character has been much elevated by the introduction of the Normal schools.

5714. Do they often unite with the situation of schoolmaster, that of organist or sacristan of the neighbouring church?—That is not an unfrequent union.

5715. What is the method of instruction usually pursued in elementary schools?—The law only requires that elementary instruction should be given on points to which my previous answers have referred. I should imagine, that with respect to the adaptation of any particular system of education, it would be left to the local board of education, which would be controlled in the first place by the central board; and, secondly, by the executive.

5716. Religious education is equally then under the direction of the local board as to the mode in which it is to be carried on?—Yes.

5717. Are you aware in what manner Biblical instruction is given in these schools?—Lessons are read and learned from the Bible; hymns are taught the children, and catechisms are also employed.

5718. Are these lessons from the Scriptures selections, or do they read the sacred writings continuously, one chapter after the other?—There are selections from the Bible; I observe that in the Catholic schools the Catholic catechism is employed, and in the Protestant schools children are taught from the Protestant catechism.

5719. When it speaks of the Bible, does it state any mode in which it is read?—No, it does not. In the schools I have visited I have seen selections from the Bible, but I am not able to state in any one case that the Bible is not read directly through.

5720. Are gymnastics combined with intellectual and moral education; is it any part of education?—I do not believe that gymnastics are taught as a science in the elementary schools.

Lunæ, 14° *die Martii*, 1836.

MEMBERS PRESENT.

Mr. Wyse.	Mr. Jephson.
Dr. Bowring.	Lord Mahon.
Mr. S. O'Brien.	Mr. M. J. O'Connell.

MR. THOMAS WYSE, IN THE CHAIR.

John Bowring, Esq. LL.D., a Member of the Committee; further Examined.

5721. *Chairman.*] IN what manner is the administration of the schools in Switzerland conducted; is there a system of inspectorship?—Independently of the council of education, a commission of inspection is nominated, to consist of not less than three, and not more than five members, who visit the schools and report to the committee of education upon their situation. *John Bowring*, Esq. LL.D. M.P. 14 March 1836.

5722. By whom are these inspectors nominated?—They are nominated by the council of education, and the council of education is authorised to pay them for their services, where payment is required.

5723. Is any previous examination required to qualify them for that situation?—No previous examination is required for a nomination to an inspectorship; it is supposed the knowledge of the council of education of the individual will lead to the selection of the most appropriate.

5724. From what profession are they generally selected?—They are generally selected from the ordinary classes of citizens. The clergyman is usually a member; in fact, he is the daily official inspector of the schools.

5725. Is he required to report to these inspectors, or to the general council of education?—He reports to the council of education.

John Bowring, Esq. LL.D. M.P.

14 March 1836.

5726. Does he report periodically?—Periodically, and on all special occasions.

5727. Do the inspectors visit the schools at stated periods, or at any period they think proper?—They do not visit at any defined periods; they visit on particular occasions, when there is a special reason; and on undefined occasions, for the purpose of a general report.

5728. Have they any power or control over the teachers or scholars?—They have no power of administration, they have simply a power of reporting.

5729. What is the usual payment of the inspectors?—It is determined on special reports of individual cases; neither the maximum nor the minimum is fixed by law.

5730. They are allowed expenses of travelling?—They are allowed travelling expenses, if claimed. I should state, the annual allowance in Switzerland for all public services is exceedingly small indeed; I think, in cases where local magistrates are entitled to payment, the payment has not averaged more than 3*s*. or 4*s*. a day.

5731. That is proportioned to the wants of the individual and the cheapness of the country?—Yes; independently of which an honour attaches to the nomination, and that honour is a recompence.

5732. Is the situation of inspector considered one of very great honour?—It is considered a reputable thing to be nominated an inspector; in fact, I think it may be generally said, that a certain quantity of reputation attaches to the business of education, in all its grades.

5733. Are they selected in any instance from the body of teachers?—I should think not, in ordinary cases; and a sufficient reason would be, that the interest of the teachers might be opposed to reforms in the mode of teaching.

5734. Is that system generally recognised in the educational system of Switzerland?—I take it to be so.

5735. They are not therefore to be found, either in the general council of education, or in the local council?—I should think the ordinary cases of individuals nominated to the office of inspector would fall upon the middle classes; some would very probably be members of the legislature; but the functionaries in Switzerland very often descend even to the labouring population. Among the weavers of Switzerland, for instance, there are many magistrates; and there is a class of citizens that is very numerous, and constituting an important class, I mean those who are at the same time manufacturers and agriculturists; they possess a small quantity of land, which they cultivate themselves, and are engaged in manual labour at the same time: from this class, in the manufacturing districts, the majority of electors are taken.

5736. Is there any auxiliary body, formed of the teachers exclusively, for the purpose of communicating information to the general council?—I am not aware that there is any such provision, other than that the central council of education receives communications from all the district councils, and thus the chain is kept up. There is a permanent inspector, who is the minister of the parish; there is the special commission of inspection reporting to the local educational council; and there is the local educational council reporting to the central education committee, which, of course, reports to the executive.

5737. Are the members of the general council paid for their attendance and the discharge of these duties?—I believe not. The council being fixed, not ambulatory, they have no expenses.

5738. Are any of them members *ex officio*?—The minister, I think, is in every case officially a member of the council of education.

5739. Is there a minister of education as well as a council of education?—No, there is not. They report to what is called the small council, which is the executive body of the state.

5740. Do they prescribe the course of instruction that is to be followed at the schools?—They do.

5741. Is there any serious complaint made by the inhabitants as to their prescription, particularly as to the books or the courses of education?—No; the action of opinion upon the government is so direct, that it is impossible there could be any considerable quantity of discontent without producing a change of measures.

5742. In the canton of Neuchatel is the council similar to that of Thurgovia?—It is in its leading characteristics.

5743. Is that under the direction of the executive?—The council of education

of

of Neuchatel, according to my belief, is nominated by the executive, as all the offices of administration are.

5744. In the case of Neuchatel, the prescription of particular books for education, or particular courses, would be liable to more suspicion than in the other cantons, inasmuch as the executive is foreign?—Probably so. The situation of Neuchatel is unique. It is one canton of 24, in which the legislative body is nominated by the universal suffrage of the people, and the executive body is nominated by the King of Prussia, as lord of the soil.

5745. What is the condition of the masters in the canton of Thurgovia?—The masters are nominated after examination. They must have attained the age of 20; they are ordinarily taken from the subordinate class, who are called vicars. Generally the candidates for nomination are youths, who have gone through the primary and secondary education, and have become either assistant teachers or vicars; that is the principal source of supply for the masters of schools.

5746. Do you make any distinction between assistant teachers and vicars?—Yes; the vicars receive a remuneration which is fixed by law, they are, in fact, the recognised candidates; the adjunct, or assistant, is in many cases appointed for a special purpose. The vicar is an official educational authority.

5747. You stated that the masters are examined, by whom is the examination conducted?—The examination is conducted by the council of education, in the presence of the burghers or electors of the district.

5748. Who decides upon the result of the examination?—The law requires that there shall be a public competition in the presence of the school inspectors, public notice having been given under the authority of the board of inspectors, and they are chosen, after examination by the general educational council, but in the presence of the burghers or inhabitants.

5749. Do they receive any *brevet de capacité*, or certificate of having passed that examination?—Yes; and after the examination the schoolmaster is considered a servant of the state.

5750. Is he immediately appointed to a school on passing the examination, or entered on the candidates' list, as is usual in Prussia?—I believe this examination takes place previously to appointment, and where he is a candidate he can only be upon what is called the vicars or aspirants' list.

5751. Is it required that he should pass through a course of Normal education previous to his examination, or is it open to every description of person?—It is now open; but the whole tendency of the late codes of education in Switzerland has been to bring the Normal school into action, and candidates coming from the Normal schools have so much greater prospect of election, that the system of education in the Normal schools is generally adopted as the means of introduction to schoolmasterships.

5752. What part is taken by the clergy in the appointment; do they assist as inspectors or examiners?—The clergyman is always present, and takes some part in the examination; and after examination, it is usual for him to address the schoolmaster on his duties.

5753. Is the clergyman allowed a vote?—Yes, he is one of the voters of the local committee.

5754. I understand the local committee does not appoint, but the general committee?—The local committee appoints, with an appeal to the general committee: the general committee exercises its influence in the case of a misunderstanding or difference of opinion in the local committee. Its power is superintending; for in almost the whole of Switzerland the organization and administration is of a local character.

5755. In a more extensive society than that of Switzerland, would you recommend the adoption of such an arrangement as that; would you consider the local committee as sufficiently qualified to judge of the competency of the teachers?—I think the defects existing in the Swiss system grow out of the want of a centralization. It would be very convenient if there were some central authority, both as respects particular cantons, and as respects Switzerland generally; but there is nothing so universally spread in Switzerland, as a dislike to interference with local administration. Perhaps these local bodies might be very safely trusted with the nomination of masters to the primary, and possibly to the secondary schools, which, according to their institution, do not go much into the more recondite parts of instruction; but for the higher departments of education, it is important, in my

John Bowring, Esq. LL.D. M.P.

14 March 1836.

view, that there should be a central authority, exercising more important functions than are now conferred upon it.

5756. In general, has it not been found that the appointment of teachers by the local committees has led to parochial intrigues and parochial differences?—That would be likely to be the case, were not popular control so efficient and so constantly in action, that any considerable abuse is sure of being discovered and reformed.

5757. Do you consider the object you have just now mentioned would be secured, and the evils I have referred to be avoided, by that arrangement—that the local committee should be empowered to choose from a certain list of candidates, who had passed through a previous education and examination to fit them for the situation of teachers?—I doubt very much whether that plan could be adopted in Switzerland; for the universal feeling there is, to keep the local administration in local hands throughout.

5758. Ought there not to be a guarantee given to the public, that they are qualified for the duty they undertake?—I believe the public are satisfied with what the government do; the government is, in fact, the public.

5759. Mr. *Jephson.*] Having the education of the people as your object, the people not having a taste for centralization as you have described it, would you attempt, though convinced you were improving the system of education, to introduce any system which would centralize the authority more than at present?—I should be glad to see a centralization, not of administration, but a centralization of inspection. I think it would be impossible to introduce a central authority, in whose hands you could place local administration, or to make local administration dependent upon it for its general action or influence; but I believe there might be a sort of central supervision, which would be useful; for instance, there might be some central point for the collection of useful information, for making up lists of candidates, for the circulation of better theories of education, for the publishing of what is passing in educational improvements in other countries, for the collection of valuable books, &c., the knowledge of which would not otherwise reach the smaller districts, removed as they are from the means of information as to what is passing elsewhere.

5760. Would not that central control, in the sense in which it is usually received, be as disagreeable to the feelings of the people of Switzerland as central direction?—Central administrative control is out of the question.

5761. *Chairman.*] Have the clergy considerable influence in the appointment of teachers, and the general superintendence of education in Switzerland?—Yes; the influence of the clergy is considerable in all matters, and particularly in questions of public instruction.

5762. Is that observable in the Protestant and Catholic cantons equally?—I should think the direct influence of the Catholic clergy is stronger than that of the Protestant.

5763. Is there any jealousy entertained by the inhabitants at large of that influence?—There is occasionally; a circumstance, for instance, has lately occurred, which has led to the expression of a strong feeling: it was supposed that the Pope's nuncio had interfered with the Catholic clergy on several occasions, and that interference was the subject of much discussion and complaint, and even of menaces of violence.

5764. In what canton did that occur?—In the canton of Zug, and the canton of Lucerne.

5765. Do they interfere not only in religious instruction, but in the management of general education?—The clergy were accused of interference in educational and civil matters; but generally speaking, the influence of the clergy has been useful; and where there have been signs of irritation, they have grown less out of questions connected with schools, than from supposed interference in political matters.

5766. Do they, in conjunction with the masters, give religious instruction, or separately from the masters?—The provisions of the Thurgovian code are, that the minister of the confession to which the parents of the child belong shall give the child two hours of religious instruction every week.

5767. Lord *Mahon.*] I understood you to say, that Catholic and Protestant children are brought up at the same school?—I mentioned, that generally in Switzerland the Catholic and Protestant districts are separate, and in some of them they are so separate, that a provision is made for distinct Catholic and Protestant instruction.

5768. Does it not seem to follow from this passage, that in Thurgovia, so far from the Protestants and Catholics being educated together, there are separate schools for each: "In four districts where the Evangelical confession is established, Catholic primary schools have been built close to the Protestant schools"?—In Thurgovia the Catholic and Protestant districts are almost always separate, but where they touch or are adjacent, or where there are not a sufficient number of Catholic and Protestant children to make a distinct school, they are educated in the same school; and a provision, as I mentioned, is made by the educational code, that two hours' religious instruction every week shall be given to the Protestants by the Protestant minister, and to the Catholics by the Catholic priest. The report referred to is as to the state of the schools in 1834, and the educational code of Thurgovia is of 1835. The words of that provision are, that religious instruction shall be given by the minister of each confession, who shall be nominated for that purpose by the educational council.

5769. Mr. *Jephson.*] Does that direction merely go to this extent, that in Catholic schools exclusively the Catholic priest shall give two hours' religious instruction, and in Protestant schools exclusively the Protestant minister shall give two hours' religious instruction; or does it refer to schools where Catholics and Protestants are mixed?—My previous answer will show that the districts are, ordinarily, completely distinct, and therefore the schools are generally either Catholic or Protestant; but there are exceptions, where they are blended, and all that the law requires in these cases is, that the minister of each confession shall give two hours' religious instruction to each.

5770. Then that answer leaves the question, whether these schools are exclusively Protestant or Catholic, or mixed, still uncertain?—Yes; but I may state, that I have seen Catholic and Protestant children in the same schools.

5771. Lord *Mahon.*] Article 68 of the last law of the canton of Thurgovia seems to imply that a special permission is necessary, before a Catholic child can be allowed to visit a Protestant school, or a Protestant child a Catholic school: "Parents who are prevented, by the great distance of their residence, and by the inaccessible state of the roads, from sending their children into the school of that religious persuasion to which their place of abode is ascribed, may receive from the commissioners of education the permission of sending their children to a school nearer to their residence, if belonging to the other religious persuasion: in granting that permission, the commissioners are to take care that the school be not overcrowded," and so on?—Yes; a separation exists, in fact, in consequence of Catholics and Protestants generally occupying different districts; so that the Catholic community in a parish is generally distinct from the Protestant community; but of course, where these sects meet together, as I have seen them very frequently, the children of each are in the same school; but these cases are rare, because the cases where Protestants and Catholics inhabit the same parish are rare. I ought also to state, that the habits and manners of life, and, generally speaking, the trades of the Catholics and Protestants are distinct. The Catholic population is agricultural, the Protestant population is mostly manufacturing; and that fact, quite independent of religious opinion, produces a different classification of the community, from Protestants as Protestants, and Catholics as Catholics.

5772. Still can the article I have referred to be explained on any other supposition than that of a general prohibition, or at least discouragement, of Protestants and Catholics being educated in the same schools, and only, on account of vicinage, allowing special exemptions?—The article certainly draws a distinction.

5773. *Chairman.*] Is it necessary the masters should be of the same religion as the pupils, or is there any regulation with regard to that?—I am not aware that there is any positive regulation; and it would scarcely be necessary, as it is clear the district would ordinarily nominate a master of its own persuasion.

5774. In whom is vested the power of suspending or dismissing the masters, in case their conduct be not approved of?—In the local committee of education.

5775. Is there an appeal to the general council?—There is an appeal to the general council, where there is a division of opinion in the local council.

5776. Mr. *O'Brien.*] In case of a division of opinion, have the minority been found to complain of the arrangements adopted with respect to general education?—It is probable here, as elsewhere, in the cases in which there is a difference of opinion, that the minority may feel themselves aggrieved.

5777. Lord *Mahon.*] Have not the Catholics lately complained very much of

John Bowring, Esq. LL.D. M.P.

14 March 1836.

the measures taken by the governor with respect to their religious establishments?—Yes; there has been some resistance on the part of the Catholics in those cantons where the Protestants have a majority.

5778. *Chairman.*] Is any particular mode of proceeding specified by the code of education for the trial of masters who are accused of improper conduct, or of incompetency, before they be dismissed?—Yes; the law requires, that at the age of 60 years the examination shall take place as to the aptitude of the master for continuing in his profession; and at intervals of every six years, there is a general investigation and inquiry into the situation of the masters.

5779. But in case of accusation, is there any particular mode of proceeding prescribed; are they required to be regularly tried before the tribunals of the district, or is there a summary process before the school committee?—Whenever a schoolmaster is condemned by the ordinary tribunals, his functions cease by the act of condemnation. In those cases where his misconduct does not come under the cognizance of the penal code, on a report made to the minister, or to the inspectors, he can be suspended or dismissed. He of course would have an appeal to the executive and the legislative body.

5780. In case his fees be not paid by the scholars, or he do not receive his salary, has he any appeal to the ordinary tribunals; is it considered a legal debt, which he can enforce by the ordinary process?—Certainly.

5781. By whom is the periodical examination of masters conducted, to which you have referred?—By the general council of education.

5782. Are there any Normal schools in the country?—One has been lately introduced, in connexion with the neighbouring canton of St. Gall, which is associated with Thurgovia, and Thurgovia has engaged to educate 25 schoolmasters for St. Gall.

5783. Is the school appropriated to the teaching of masters for the primary schools?—The primary and secondary schools, and all the departments of education.

5784. By secondary schools, you do not imply what is generally understood in Germany by secondary schools,—the gymnasia and other schools?—No; a secondary school in Switzerland, is a school in which the education of the primary schools is extended, and taken into more elevated regions, or associated with instruction in modern languages; but it does not reach the higher branches of education.

5785. In fact, they are similar to "les écoles secondaire" of France?—Yes, they are similar in their bases.

5786. What is the political situation of a schoolmaster in Switzerland?—A schoolmaster in Switzerland is a servant of the state; he is an official personage dependent on the government.

5787. Is he exempt from the ordinary duties of a citizen?—He is exempt from all those duties which would require his absence from school; and if he is appointed to any such, the inspectors force him to surrender the one situation or the other.

5788. Does he often combine situations connected with ecclesiastical duties?—Yes, very frequently.

5789. Lord *Mahon.*] You are aware of this passage in the report of 1834: Except four districts which are enumerated, the report states that there are few schoolmasters who have not some other secondary occupation; some of them carrying on the business of pastoral manufacturers, many of them are weavers, and some are tailors and shoemakers?—Yes; but they go on to say, it is undeniable that this secondary occupation has produced an injurious effect upon the schools.

5790. *Chairman.*] I believe the educational code refers particularly to church employments, as being compatible with their profession as schoolmasters; such as choristers, organists, and so on?—Yes; the committee of education is required by the code to decide whether the secondary occupation is compatible with, or can be made subordinate to, the schoolmastership, which is considered a higher and a more important function; but the code itself recognises the ecclesiastical offices to which you have referred as compatible with the profession of schoolmaster.

5791. It is added in this report, that unless their salaries shall be raised in such a way as to furnish them with the necessaries of life, it is hopeless to expect that they will dedicate themselves wholly to the business of education?—Yes. I may add, however, that they are exempted from military duty.

5792. Is not this combination of different duties and situations arising from their

their not having sufficient means of livelihood from their situation as teachers?—Certainly. In the later reports, made by the executive, it is a subject of complaint that the salaries of the schoolmasters, being so low, had forced them to add other professions to that of teaching, to obtain the necessary subsistence.

5793. Mr. *Jephson.*] How do they propose to remedy that?—They propose to establish a maximum and minimum of salary. I should mention a fact, with reference to what are called the inferior professions, that almost all of them are landed proprietors, and dwell in houses which are their own.

5794. Mr. *O'Brien.*] Is the difference of character between the Swiss peasants and the English peasants dependent upon the difference of education?—Education has enabled the Swiss peasants to gain a greater proportion of wealth than the English peasants.

5795. Does not the circumstance of his being a possessor of property in fee make an essential difference in the Swiss peasant, tending to produce relations affecting the whole of his character?—It is only of late years that the Swiss peasant has become a possessor of land. There was scarcely a mechanic, 40 years ago, who possessed any; but at the present moment half the whole number possess land.

5796. Has that been by a legal division of the land, by testamentary enforcement, or has it been by the process of purchase?—Almost all savings are directed to the purchase of land; and the mortgage system is so excellent in Switzerland, that money is very easily raised to assist the purchases of the manufacturing peasantry. There is no difficulty whatever in a peasant or manufacturer obtaining four-fifths of the money which he wants to employ in purchasing a house or a piece of land.

5797. *Chairman.*] By whom are the schools generally built?—The law requires that each commune should provide a school.

5798. Do they provide a particular plan of this school?—No, it is left to the commune.

5799. Who furnishes the school with apparatus?—It is furnished by the local school fund.

5800. What are the school districts?—The school districts are divided, first, with reference to distance: it is provided that no child shall be further off than a league and a half from the school; and secondly, that there shall be a school to every 80 children inscribed in the school list.

5801. Mr. *O'Brien.*] What is the general size, in point of population, of the communes?—In Thurgovia, there are 251 schools in a population of 80,000; so that there is a school for every 320 inhabitants, or one for every 64 families.

5802. Is it the ordinary commune which builds the school, or the school commune; which is liable to taxation or contribution for it?—The funds in every school district, as it is called, are in the hands of the committee of education, and that committee of education is bound to provide schools for the whole of the district.

5803. Mr. *Jephson.*] What is the population of Switzerland in proportion to the area?—It is about 2,000,000 in all, but it is very variously distributed; there are some districts where it is very widely scattered.

5804. In the explanation you have given now, I understand you are speaking of the canton of Thurgovia?—Yes.

5805. *Chairman.*] Do you know what its relative population is to its square miles?—The surface is 16 German square miles; the population 80,000.

5806. Are the whole of these schools furnished with a school apparatus and a library?—Each school is furnished with what is called instruction apparatus.

5807. What is comprised under that head?—Slates, maps and books for general use; but the children pay for the books which they individually employ.

5808. Are the books which are used generally in these schools of a good description; are they furnished or prescribed by the general council, or admitted *ad libitum*?—I think in Switzerland there is a great desire to have better books. I do not think the books either there or anywhere else for elementary schools are what the best friends of education could desire.

5809. Do you think the books used in the present schools are good?—Some of them are tolerably good, but I have not seen any series of books for elementary education which are quite what I should wish. I should mention, that in case of poverty, on application to the school council, the books used by poor children may be paid for out of the poors' fund.

5810. Are there libraries attached to these schools for the use of the adult population, those who have left the school?—Not that I am aware of.

John Bowring, Esq. LL.D. M.P.

14 March 1836.

5811. Are there schools in any part of Switzerland which you have visited that would come under the title of reform schools, that is to say, schools for the purpose of correcting the more vicious of the younger population of the country?—It is one of the subjects that is now under the consideration of several of the governments. I have been charged by no less than two of them to send them reports of what is passing here on that subject, and I know at this moment a code is being framed in one or two of the cantons, for the purpose of providing for that class of the population.

5812. Lord *Mahon.*] With reference to the question as to Catholic and Protestant children being educated at separate schools, does it not appear in the report that there are four places in which Catholic and Protestant schools are built close to each other?—Yes, it does; but it also appears that the number of scholars there exceeds the maximum number of 80, for which provision is made by law.

5813. Were not these schools built before the maximum was fixed?—Probably so.

5814. *Chairman.*] Is the difference of religious persuasion particularly obvious among the clergy, or is religious feeling carried to a strong degree among the clergy of the different religious persuasions?—I believe not, and I have lately heard from the lips of a very respectable clergyman expressions of the most friendly feeling towards those of a different faith, which he assured me were generally entertained; and that the cases in which they do not live in harmony with the ministers of religion different from their own persuasion were rare, and exceptions to the general rule.

5815. That observation does not apply to the sect called Mommiers, with reference to whom there has been a good deal of excitement in Switzerland?—Even as respects them there is less of excitement than formerly.

5816. Lord *Mahon.*] You stated, in answer to a former question, that the Catholics complained of the regulations which had been adopted at Esslingen and other places?—Yes; the Catholics in some of the cantons think the Protestants have interfered too much with the school regulations.

5817. Has there not been great bitterness in consequence in the canton of Lucerne?—There is certainly a quantity of unfriendly feeling, but I think it is not general.

5818. And it did not exist previous to that interference?—It has always existed to a certain extent, and it breaks out now and then; but I should say it is opposed to the general tone and temper of the people.

5819. Has it not increased since the revolution in Switzerland in 1831?—I think not.

5820. Mr. *O'Brien.*] Is not the general administration of the canton of Berne exclusively Protestant, and are not Catholics disqualified from many offices in that canton?—I think not; I believe there is a small district in the canton of Berne in which the administration is completely in the hands of the Catholics. The whole government of the canton of Berne has been changed since 1830.

5821. *Chairman.*] By what rule are the government grants distributed among these schools?—The government grants are distributed on representations made by the local council of education, of the impossibility of providing for the wants of the district from the school fund, and they are made for a period of three years on ordinary occasions.

5822. Is any endowment of lands attached to these schools?—Very frequently.

5823. Who has the management of these lands, when so attached?—The local council of education.

5824. Has the local council of education the management of the funds collected in the particular district?—It has; there is a special fund called the school fund.

5825. That is not paid into the general council, but into the local council?—No; it is solely in the hands of the local council. There is in the yearly grants a vote for educational purposes, in aid of the insufficiency of the local funds.

5826. Mr. *O'Brien.*] Are the local funds raised by assessment?—They are raised by assessment in case of need; a power of assessment is given.

5827. The communes have property of their own?—They have almost universally property of their own, and almost invariably property destined to the purposes of education, so that the demand upon the state fund is small.

5828. *Chairman.*] You spoke in your former evidence of repetition schools, are

are they supported by the commune also?—Yes; they are intended to prevent the instruction received in the daily schools from being forgotten.

5829. How long do the pupils continue in the repetition schools?—I should imagine ordinarily to the age of 17 or 18, or in other words, to the period when they are admitted to the rights of citizenship.

5830. Are there in several districts evening schools for the adult population?—There are.

5831. Are they common in the canton of which you have been speaking?—Less so than in some others, because it is less of a manufacturing canton.

5832. What is the system pursued in the secondary schools?—The secondary schools are rather a development of primary education. They carry almost all the points of popular instruction further.

5833. How many secondary schools are there in the canton of Thurgovia?—They are of late introduction, and the number is small.

5834. What is the principle of the law as to the proportion of secondary schools with reference to the population?—The secondary schools are intended to take up children from the age of 12 to 15.

5835. Mr. *O'Brien.*] Is 15 the limit?—Yes.

5836. They cannot remain beyond that?—Yes; they may remain, but they cannot enter except from 12 to 15; and in ordinary cases these schools take up the children who have shown most aptitude in the elementary schools. The secondary school course is of three years.

5837. *Chairman.*] Do they comprehend not only intellectual and moral education, but a portion of agricultural and manufacturing instruction in the secondary schools?—Yes; they are specially directed to attend to instruction in manufactures and agriculture.

5838. Are they supported in the same way as the primary schools?—They are; and the law provides that in special cases they may introduce instruction of a particular character, as for instance, in modern languages.

5839. Are they under the control of the general council?—They are.

5840. Do the scholars pay any fees on admission?—They do, in both elementary and secondary schools.

5841. How are the funds provided for the secondary schools?—There is a specific fund, there is a yearly grant of 200 florins, there is the payment of the scholars, there are certain donations and endowments which have been left for the purpose of the secondary schools, and there are yearly subscriptions devoted to them.

5842. Are the secondary schools generally well attended?—Yes, they are in the large towns. The state also comes to the assistance of the secondary schools.

5843. Is there assistance given in any stated proportion?—No; it must wholly depend on the special report on the particular case.

5844. *Chairman.*] Have you visited any of the secondary schools in Switzerland?—Yes, I have.

5845. Does the system of education in the secondary schools seem to be very active and carried on well?—There is a great and obvious improvement of late; the number of scholars increases, and the aptitude of the masters increases.

5846. Mr. *O'Brien.*] To what class of schools in this country would you compare the secondary schools in Switzerland?—I should think to well-organized ordinary day schools, where payment is made; such schools as are attended by the children of shopkeepers; such as are called commercial schools.

5847. *Chairman.*] Is there a periodical examination in these schools?—There are periodical examinations, and prizes are given for proficiency.

5848. Is much attention paid to moral education in these schools?—Very much.

5849. What is the nature of the religious instruction given; is it confined to the catechism, or does it extend to reading the Bible?—In Protestant schools the Protestant catechism, and in Catholic schools the Catholic catechism. A great deal of religious poetry is also used for moral and religious instruction. The law, by that provision to which I have referred, requires that each scholar shall receive instruction from the minister of the confession to which he belongs.

5850. Are there repetition schools connected or forming part of the secondary schools, in the same way as they form a part of the primary schools?—The secondary schools are only an extension of the primary schools, but do not convey what may be considered collegiate or university education.

5851. Mr. *O'Brien.*] With respect to the property of the commune, have you found

John Bowring, Esq. LL.D. M.P.

14 March 1836.

found the property belonging to the commune has been in any case subject to abuse, and supposing the abuse to take place, is there any superior control which could correct such a thing?—The magistracy, the local authorities of the commune being nominated by popular assemblies, and under the influence of popular suffrage, a superior control is scarcely necessary.

5852. *Chairman.*] Do they attend to the teaching of history in these schools?—Yes; with respect to local history they are extremely well instructed. I may state, that I visited a school in Switzerland the other day, and asked many questions of the scholars in the elementary school. It was certainly a superior one, and I found them very well instructed in the history of their own country, but not with much knowledge of the history of other countries. They had a very accurate knowledge of the geography of their own country.

5853. What you call the geographical statistics of the country, its productions, and so on?—Yes.

Rev. *Nicholas Wiseman*, D.D., called in; and Examined.

Rev. *Nicholas Wiseman*, D.D.

5854. *Chairman.*] YOU have been resident for some time in Italy?—For about 18 years.

5855. What situations did you fill in that country?—I received the higher branches of my own education there, and I have since been in situations, first, of vice-principal, and afterwards at the head of the English College, and also professor of Hebrew in the University of Rome, the Sapienza.

5856. Have you held that situation for any time?—About three years as actual professor. I was named six or seven years ago, but only a supplementary professor. I have been about three years in the possession of the chair.

5857. How long have you been principal of the English College?—About seven years.

5858. You have also resided in some of the Catholic colleges in England?—Yes, I was first for eight years in Ushaw College, near Durham.

5859. Have you been for any time at Prior Park?—Merely on a visit; I was there about a month in the summer. I have been at almost all the Catholic colleges in England as a visitor.

5860. Have you had opportunities of acquainting yourself with the educational system, not only of the towns, but of the rural parts of Italy?—In the immediate neighbourhood of Rome I have, in consequence of always residing some months in the year in the country, and being in contact with persons who had the care of education.

5861. Are you acquainted with the system of education in operation in other parts of Italy?—I cannot say I am prepared to enter into any particular details on the subject, but I believe the system is very nearly the same over a great part of Italy.

5862. Are you acquainted with persons who have had opportunities of judging of such systems elsewhere?—Yes, I think I may say I am.

5863. How is education classified in the Roman States?—It is very difficult to give anything like a complete classification, for it can hardly be said that the different institutions have any general relation the one to the other. For instance, there is provision made in every commune for the education of children, both males and females. In Rome itself, and I suppose it is the same in most of the towns, there are a great variety of institutions, independent one of the other, in which every different branch of education, beginning with elementary schools, is provided, either at the public charge or by the religious orders who dedicate themselves to that office; and besides that, there are colleges, seminaries and establishments of a higher order, up to the universities. There is this peculiarity also to be observed, that as almost every town having a population of 5,000 or 6,000 souls is a bishopric, it has a seminary, which, besides educating the clergy, is an open and gratuitous school for the higher branches of education for the whole population.

5864. There is a superintending board of education in the Roman States, is there not?—There is the congregation, as it is called, appointed to superintend the system of education throughout the States; the Congregazione dei Studj, but that is a recent appointment.

5865. Under the constitution of Leo 12?—Yes.

5866. How is that council or congregation of education constituted?—Like most

Rev. *Nicholas Wiseman*, D.D.

14 March 1836.

most of the other congregations in Rome; there is a board of cardinals, and there are consultors or councillors, and secretaries, persons appointed to conduct the ordinary business; but I suppose I may say the board of cardinals, who form really the congregation, do not meet above once or twice a year, and only to deliberate upon matters which are considered of importance, such as the organization of any university, or the abuses of any university, and to decide upon the laws regarding education; but the practical or executive part is lodged with the prefêt of the congregation, and his secretary and assistants.

5867. Does the jurisdiction of that congregation extend to all departments of education, from the elementary schools to the universities?—Certainly; no one can teach without the approbation of the congregation.

5868. In each of the towns of the Roman States you have stated there are schools established, either by the commune or municipality, or by various fraternities, societies, or individuals?—Yes.

5869. Of what description, generally speaking, are the schools established by the communes?—It must be observed that throughout almost all Italy, the population is collected into villages; there is very little of what may be called scattered rural population, and in every village in which there may be 400 or 500 souls, there must be a school; that village becomes a commune, and the school is provided for entirely by the funds of the commune, which are assessed by a council consisting of the inhabitants, so that the children have not to pay anything at all for their education; it is perfectly gratuitous, with the exception of books and paper. The instruction is gratuitous, the place is found by the commune, the master's salary is paid out of the common fund, and the children are not obliged to pay the smallest gratuity.

5870. You state the commune supports the school, but in general supports it by assessment; is there a municipal council entrusted with such power, elected by the commune?—It is in this way: in the first place, there is a congregation composed of the members of the tribunal of the consulta, who have a sort of superintendence over the rural districts. Each commune (to speak, for example, of the place I am best acquainted with, Monte Porzio, which is a village consisting of 1,000 or 1,500 souls, and is only a model of what takes place in all), each commune has its council, consisting of 10 or 12 members, elected, I believe, in routine; that is, a certain number go out, and the others elect new councillors; the names, of course, are subject to the approbation of the government at Rome. That council has complete superintendence over all local affairs. They raise what is called the fuscatico, the fire-tax, and out of its funds they keep the school-house of the district in repair, or other buildings which may belong to the commune; they pay the physician and the surgeon, who of course are obliged to attend all the inhabitants without any remuneration, and they pay the schoolmaster. These are the great objects of this fund, which is entirely assessed, and how it is to be assessed is arranged among themselves. The members of the clergy who are established there are members of that council *ex officio*, but without a vote. They are supposed to be councillors, and, as the more learned part of the community, able to give advice. I may say that the election of masters, and everything else, resides in that body. The moment there is a vacancy, for instance, an advertisement is put in the papers that there is a vacancy in the schoolmastership of such a place, stating the emolument is so much, 120 or 150 dollars for instance, per annum, which is considered a tolerable provision. From 100 to 150 dollars is the average salary. I should observe, the schoolmaster is always a clergyman, and consequently takes part in the ecclesiastical duties; and there may be other emoluments arising from that. That advertisement being inserted in the papers, those who aspire to the office send in their qualifications: for instance, their certificates of where they have been before, of their having gone through a regular course of education, of their being free from all imputation against their character, with any other documents which may be deemed a recommendation. These are opened by the council, and the council decides to whom to give the preference.

5871. Mr. *O'Brien.*] Must the master necessarily be a clergyman?—I am not aware of any law requiring it; but I do not think I know of any instance to the contrary in rural schools, and I would mention the reason: in general the parish church requires the service of more than one clergyman; the parochial funds are seldom sufficient of themselves to support more than one, and therefore they are glad to have the assistance of another, and the presence of a schoolmaster gives the advantage of another clergyman in the village, whose services are very useful.

Rev. *Nicholas Wiseman*, D.D.

14 March 1836.

5872. Is that the case in the larger towns?—There are a great many schools kept by laymen, of course; but not those district gratuitous schools; they are paid for their work.

5873. Suppose the council should elect a layman, is there any power in the superior body to remove him, and appoint a clergyman in his place?—There is always a power in the congregation at Rome to modify the nomination, if they should have reason to find fault with it; but I am not aware of any law which prevents a layman being appointed.

5874. The congregation has the absolute control over all education?—Yes; nobody could teach without their having approved that he is a proper person to undertake the school. Even an open day-school in Rome could not be opened without the master being approved by the congregation. I remember one instance where I was applied to to interest myself in favour of a person whose school was closed, in consequence of his not being considered, I suppose, from circumstances connected with his moral character, fit to superintend a school.

5875. Then the master can only be chosen from a list of persons previously approved of by the congregation?—I think the approval is subsequent. When an election has been made, that election is subject to the approbation of the congregation; but I should suppose it would be sufficient for a person to have produced all his certificates of qualification as a clergyman, and have no positive accusation against his character, for him to be approved at once.

5876. Mr. *Jephson.*] Does the answer apply both to gratuitous schools and to schools where the pupils pay; that no person can keep a school unless he is approved of by the congregation?—Yes, to all schools; the whole system of education.

5877. *Chairman.*] You have stated, that the council of these communes or municipalities determined the funds, and the appointment and salary of the teacher; and that these councils were elected by the commune; who are qualified to act as electors?—As well as I understand, a certain number of the council go out, and others are elected by such members as remain.

5878. They are not chosen, then, by the people, but by the members of the council themselves?—Yes; but I must observe, that the council is generally composed of every class of the people; it goes down to the labouring man. There are members of the council who till the earth with their own hands.

5879. What number constitutes the council in the smaller towns?—I think about 12. I must observe also, that they propose for election a governor or head of the council, the "gonfaloniere."

5880. Is he *ex officio* president of the council?—Yes.

5881. Is he a permanent officer?—No, for three years. But I should make a distinction: there is in every one of these places a governor and a gonfaloniere. The governor is directly appointed by the government, and has nothing to do with the affairs of the council, or the administration of the funds: he is a sort of head of the police, and has a petty magisterial jurisdiction; he can decide questions of property of very trifling amount, and so on. The gonfaloniere, who is the head of the council, is elected by the council: he is really the governor, as far as all local matters go, in the administration of the funds, and everything of that sort.

5882. Mr. *O'Brien.*] Does not the Pope exercise his veto upon his appointment?—Yes, the name is sent up; but I never heard of an instance of the veto being exercised unless there was actually some imputation against the person's character. Without some particular reason the election would be always confirmed.

5883. The mere circumstance of his being chosen from a subordinate class of society would not be a reason?—Certainly not.

5884. *Chairman.*] Are they taken from the *mezzo ceto*, or middle class, as well as the higher, or the *patrician*?—In these small towns one can hardly say there is any high class.

5885. But in towns of 5,000 souls is that the case?—Yes, they are selected from the nobility.

5886. Mr. *O'Brien.*] What is the average population of a commune?—From 800 to 10,000 inhabitants; but the towns are communes as well as the villages, and as far as their organization goes, it is of the same character in all.

5887. *Chairman.*] Is a similar organization observable in Tuscany and Naples?—Yes, very much the same.

5888. Lord *Mahon.*] With regard to the central board, are there any laymen upon

Rev. *Nicholas Wiseman*, D.D.

14 March 1836

upon that?—The congregation is composed entirely of ecclesiastics; for, as I stated, the congregation consists of cardinals, and has a smaller executive body, consisting of the prefêt of the congregation, the president as it were, the secretary, who is always an ecclesiastic, and under-secretaries for the transaction of business. But there are, moreover, bodies called the colleges, which are attached to the Sapienza, and which may be considered as the consulting bodies of this congregation, that is, the philosophical class, the theological, the medical, the legal, and the philological; these have power to elect their own members on vacancies, by presenting three names to the congregation, which selects one. These are laymen or ecclesiastics indifferently. Of course the theological branch will naturally be ecclesiastical, but all the others are mostly laymen; and these are naturally the bodies to which any question might be referred relating to their respective branches of education.

5889. Lord *Mahon.*] But still the central body consists exclusively of ecclesiastics?—Certainly.

5890. *Chairman.*] In the larger towns, taking Rome for instance, there are a series of gratuitous schools in different parts of the town, under the name of Scuole Regionarie?—Yes.

5891. Are they supported in the same way as in the rural districts?—Precisely the same, that is, they come out of the public funds of the city. Perhaps it would be well, before leaving the rural districts, to mention the education of the females also. Every rione has its district school, which is also gratuitous.

5892. In each of these districts there is a school; are the two sexes educated together in the same apartment?—No.

5893. There are separate schools for males and females?—Yes.

5894. Are they both supported equally by the commune?—Entirely.

5895. Are they equally gratuitous?—Quite so.

5896. By whom are the schools for females generally conducted?—In every village there are generally two matrons, supplied by a sort of semi-religious order in Rome, called the Maestre Pie, who have a house in Rome, from which they are sent out to the respective villages where they reside. A house is provided for them, and it is their duty to superintend the education of girls. They have an exceedingly trifling maintenance; something which would appear almost absurd in this country, but upon which they live in a very respectable manner. They have always some little assistance from private benefactions. The salary is half a Paul a day, and a Paul is little more than 4 *d.*, so that it is about 2 *d.* a day each.

5897. They are the religious order of Maestre Pie, who have their house at St. Agatha?—Yes, St. Agatha is their head-quarters at Rome, but it is an order devoted exclusively to education, like the Presentation Nuns, or any other such order in Ireland.

5898. Mr. *Jephson.*] These schoolmistresses belong to a religious order?—Yes; but they do not live in a community, they simply live in a village, generally two together; in smaller villages perhaps one may be alone.

5899. *Chairman.*] Is it in the power of the commune to select from that order, or any other, or from amongst private individuals?—That I am not aware of; I rather think that this selection is more especially under the direction of the bishop of the diocese.

5900. Are they much regarded by the commune in which they teach?—Yes, exceedingly. It is impossible for any persons to be treated with more respect, or have more kindness shown them than they have.

5901. In the rural districts which have come under your observation is there much respect testified for the teachers on the part of the population?—Yes; of course there are differences. I have known instances where they are exceedingly beloved and esteemed.

5902. In case the population of the district felt any objection to the teachers, would the municipal council attend to their remonstrances?—Undoubtedly; I have known an instance within these two years, where the master has been desired to resign, in consequence of their not being satisfied with the attention he paid to the children.

5903. Did he resign?—Yes; because the next step would have been to displace him.

5904. Mr. *Jephson.*] Could the council displace him, or the congregation?—I think the council might have done it.

Rev. *Nicholas Wiseman*, D.D.

14 March 1836.

5905. *Chairman.*] In case he refused to resign at the request of the council, appeal could be laid to the congregation?—Certainly.

5906. Do the teachers so appointed continue for any considerable period in the discharge of these duties, or do they usually pass from the school to some ecclesiastical situation?—No; I think they generally remain in the same situation. Of course if a better opening presents itself they might aspire to it, and if they have conducted themselves to the satisfaction of the commune while they were in the office, they would give them such certificates as might be useful to their passing into a better situation, but otherwise I have known them die at their posts.

5907. They consider it a religious duty, both male and female teachers?—Certainly.

5908. And discharge it as such?—Yes, certainly.

5909. As a portion of their particular profession?—Yes.

5910. Lord *Mahon.*] In most of these communes you mentioned they united various ecclesiastical duties with the situation of teacher; does that in some degree interfere with the attention they ought to give to the children?—I should think not at all. For example: the schoolmaster in the village which I am best acquainted with, is obliged to be in the church at five o'clock in the morning, or even earlier, to perform service for the people before they go to their work, as it is universally the custom for them every day to attend it; and that of course does not interfere with his school hours in the least. On Saturday he may be obliged, in the evening, to give his attendance in the church for the practice of confession, and on the Sunday he is exclusively devoted to the service of the church; but the rest of the week is given up entirely to his scholars.

5911. Mr. *O'Brien.*] Is the school taught in the church?—No, a schoolhouse is provided by the commune.

5912. *Chairman.*] Do the persons appointed as teachers receive a specific education to fit them for that profession?—No; nothing but the ordinary ecclesiastical education.

5913. Is there not an order at Rome, that of St. Giuseppe Calasardzio, who devote themselves especially to the instruction and preparation of teachers?—They devote themselves professionally to it. With regard to the religious orders, there is again a considerable distinction to be made as to the class of their education. There is one order, for instance, a French order, it is very numerous, the same as the Brothers of the Christian Doctrine in Ireland, who devote themselves exclusively to the education of the poor; the Calesanctians, on the other hand, unite education in seminaries and colleges with the gratuitous education of the poor.

5914. Lord *Mahon.*] Has the College of Propaganda any superintendence over these schools?—Not the least; the Propaganda has nothing to do but with the foreign missions.

5915. Has it no superintendence in the Scolia del ——— ?—No.

5916. Mr. *O'Brien.*] What education is given in these schools in general?—Reading, writing and ciphering; and in almost all of them an elementary knowledge of Latin.

5917. In practice, are the population of Italy universally instructed in reading and writing?—I think as generally as in any country. I think in those villages I know, speaking particularly of the younger people, the population of all of them can read, write, and cast accounts.

5918. Is it the policy of the congregation to carry forward that education by supplying books for teaching, and affording facilities for a wider expansion of science and general learning?—I should say there has not been much done in the way of extending the character of education; I think there is every facility for making it as universal as possible, but I do not think the same attention has been paid to raising its character by extending it to those branches which have not been for ages considered necessary for the education of the poor.

5919. Do you think there is an indisposition on the part of the congregation to allow of such an expansion of information and of mind on the part of the people?—Certainly not; to speak more definitively of one place, viz. the village I have already mentioned as having a population of 1,000 souls, two miles from it is the town of Frascati, where there is a seminary endowed with the most choice and complete library, having professors in every branch of ordinary education, including, for instance, natural philosophy, moral philosophy, and perhaps some of the inferior branches of law, which can be attended gratuitously, and which receives day scholars, who are fit for these parts of education. It is very easy, therefore,

for

for any parent who is rather in better circumstances in the neighbourhood to provide his children with that superior education, without any considerable expense.

5920. *Chairman.*] What is the population of Frascati?—I should think about 4,000 or 5,000 souls.

5921. The case just stated is not a singular one?—No, it is in no way singular; for it is the case of every town which is a bishoprick.

5922. They are all required to have a seminary?—Yes; they educate a certain number of ecclesiastics; they receive a certain number of pensioners, who pay for their education, though they have no intention of entering into the ecclesiastical state; and besides that, they receive day-scholars from the town, who attend the classes provided for the boarders.

5923. And the day-scholars attend gratuitously in general?—Yes; in all cases they attend gratuitously. The Bishop of Frascati is one of the six suburban bishops, whose bishopricks are all near each other. They are always held by cardinals, who reside in Rome, as they are there within a morning's drive of their respective sees, and can superintend the diocese without residing all the year there. They are always a certain number of months at their sees; but there is not probably a town 10 miles removed from another which, if it has 4,000 or 5,000 souls, will not be a bishoprick of itself; in La Marca, for instance, Recanati, Macerata, Talentino, Loreto, Aniona, &c., are within a few miles of each other, and are all bishopricks.

5924. Mr. *Jephson.*] What number of ecclesiastics would the bishop of so small a bishoprick have to superintend?—He would have the ecclesiastics of the town, and generally a district of villages.

5925. Mr. *O'Brien.*] Is the Committee to understand that there is no restrictions upon the acquisition of knowledge, but the requisite facilities are afforded by the district schools, libraries and seminaries?—I think there is a great facility afforded; and the only thing wanted to make it complete is, that there is not that reading population in Italy which there is in this country. There is not so much diffusion of reading by means of periodicals, and consequently the taste is not so much aroused, but you will hardly come to a town in which you will not find one or two literary men.

5926. Are there no restrictions upon the acquisitions of political knowledge?—No restrictions by any positive regulation.

5927. Are there no restrictions as to books?—No restrictions as to any books which are not actually condemned. The books which are prohibited are prohibited by decree, and the index of these books forms a small duodecimo volume, in which you will find the number of political works is exceedingly small; and, indeed, the number of modern works is altogether exceedingly small.

5928. *Chairman.*] They are generally referrable to dogma?—In a great measure; and whenever a book is condemned, it is upon theological grounds, rather than on any other, that it is prohibited. The fact is, that the absence of political books from circulation arises from the want of that interest which exists about political matters, and which causes very little to be read upon the subject; but in Rome, in the booksellers' shops, you will find every modern work upon these subjects.

5929. Mr. *Jephson.*] Will you find the works contained in the "Index Expurgatorius" in the booksellers' shops in Rome?—Yes, certainly.

5930. Is it not a matter of police that they should not keep them?—Not at all; the only thing they could be responsible for would be, for selling them to persons who had not a licence.

5931. What do you mean by a licence?—A licence to have such books, which may be obtained by any person who has received a good education, by applying for it.

5932. Suppose an Italian were to go to a bookseller's shop in Rome, and wished to purchase one of the books contained in the Index, and a police officer were in the shop at the time, would the bookseller sell it?—That would not be a matter of ordinary police; a police officer could not interfere in a matter of that sort.

5933. Would the bookseller render himself liable to penalties, by selling a book contained in the Index to a person who has not a licence?—I suppose he would; but I must observe at the same time, that I believe very little attention is paid, comparatively, to that subject, and that books of every class get abroad.

5934. He would refuse to sell it, unless the person had a licence to purchase the book?—I do not know what he would do, but he certainly is supposed to do so; the law requires that he should not sell it, but I do not think it is of practical force.

5935. An Italian, being refused by a bookseller, wishes to obtain a licence; from

Rev. *Nicholas Wiseman*, D.D.

14 March 1836.

from whom is he able to get such a licence?—There is a person appointed for that purpose, the secretary of the Congregation of the Index.

5936. What step would be taken by the prefêt to ascertain whether the applicant is a person whom the congregation would desire should read such a book?—I suppose the recommendation of any person who knew him would be sufficient; I have procured licences for a great number of individuals, by simply stating I wished it.

5937. Mr. *O'Brien.*] Among the class of persons wishing to obtain licences, do you reckon persons in the lower grade of shopkeepers in the towns?—The question is hardly a practical one, for I suppose it hardly ever happened. They are not extensive readers, and the class of books contained in the Index are books out of the ordinary reach.

5938. Mr. *Jephson.*] Is "Locke on Government" included in the Index?—I am not aware that it is; I do not even know whether it be translated into Italian; but the system of mental philosophy that is taught in almost all the schools is Locke's: they profess to teach the system of Locke and Condillac.

5939. *Chairman.*] To return to the system of instruction pursued in these institutions, does the course adopted in elementary schools embrace reading, writing, arithmetic and religious instruction?—Yes.

5940. What mode is adopted in teaching to read, after having overcome the first processes; are selections from the Italian authors employed; are pains taken to form a correct style of speaking?—I should think that depends a great deal upon each master. I do not think the course is at all so prescribed that one can say there is a regular system for it throughout.

5941. Is there not much attention paid to instruct the pupil in the knowledge of his own language; are not the Italians, of the lower classes, remarkable for the purity with which they speak Italian?—Generally speaking; I think they are superior to the same class in this country, for instance, certainly; and that may be owing partly to the genius of the language itself.

5942. That remark will apply, of course, most forcibly to Tuscany?—Yes; in Tuscany the lowest peasant speaks as well as the best educated man would wish to do.

5943. To what do you ascribe this superiority; is it ascribable to their early instruction?—I am not aware that their education is superior to that of any other part: it seems to be, that theirs is the standard language. It is one of those phenomena in the history of language which it is exceedingly difficult to account for; but, I suppose, in every country you will find a district where the language is supposed to be spoken in its purity, and that is the case with reference to the Italian in Tuscany. It seems to be without effort; for the simplest peasant always makes use of the choicest phraseology possible.

5944. Are the books read in the elementary schools prescribed by the congregation?—I do not think so.

5945. Are they left to the choice of the master?—I suppose so; there are a variety of elementary books printed, and I suppose each master chooses those he likes best.

5946. Are you acquainted with those published in Milan; the reading lessons, for instance, of the Count Bardi?—No, I am not; I am acquainted with the series of extracts, from the best authors, which have been published for the different classes in Tuscany; I cannot remember the author's name at this moment, but they are very beautiful selections, calculated to lead the scholar gradually from easy extracts to a knowledge of the most difficult and most beautiful writers of the language.

5947. In the higher departments, is the language historical, that is to say, according to the progress of the language itself, beginning with the early and advancing on to modern and cotemporary writers?—There are works published of that character, in which you have extracts beginning with the oldest and coming down to the latest; but I am not aware that they are used as elementary school-books.

5948. Are they used in the secondary stage of education?—Yes, I should say it is very probable. There is one thing to be observed, with reference to Italian education, that it has necessarily more or less reference, in all its stages, to ecclesiastical education; that is to say, most of it being conducted in ecclesiastical seminaries, there is a view through it all to more professional sacred studies; for instance, the Latin language is studied to a perfection which would hardly be necessary

617

Rev. *Nicholas Wiseman*, D.D.

14 March 1836.

necessary to a person going into another pursuit, although for medicine and law it is always a useful acquirement.

5949. I think you stated the Latin language was generally taught in the elementary schools?—Almost always.

5950. What degree of progress is obtained in the language in those schools?—I think there is enough to show whether any individual possesses power for a higher education, and of course, therefore, giving him a chance of being selected to any exhibition; or of his parents, perhaps, providing him, if they are able, with the means of pursuing his education farther. There are exhibitions in the different seminaries and colleges in the possession of the communes, and they naturally choose boys from their own place, who show more science and ability than the others.

5951. They do not use the language so much as an instrument for developing the mind, as with a view to some more specific ulterior object?—I should say that, primarily, Latin becomes an element of education from the liturgy, and everything connected with religion, being in Latin. All the people now learn the church hymns in Latin, and they can all join in the service to an extraordinary degree, so that there is always an object to teach them the language to a certain extent, and in general they do possess a little knowledge of it.

5952. Are there not some hymns equally Italian and Latin?—Yes, I believe so; the lines over the gate of Civita Vecchia are of that character:

> "In mare irato, in subita procella
> Invoco te Maria, nostra benigna stella."

5953. Mr. *M. J. O'Connell.*] Do you think in the schools they are well grounded in the fundamental principles of the Latin language?—To a certain extent they are.

5954. In the rural schools?—Yes, as far as they go; but that is not far. I think it is generally more an experiment to see what the boys are fit for; and in some cases the master, for instance, may take more pains, and teach some of them a little more. I conceive there are some boys in these elementary schools, who will read an easy Latin author, Cornelius Nepos, for instance.

5955. *Chairman.*] Is writing made at present a necessary portion of the education, or are there still many who learn to read without also learning to write?—Not now; I think it was a great deal more the case formerly; but at present you find all the young people, the present generation, can both read and write. With regard to arithmetic, you are aware that in Italy that is the simplest operation possible, for it is entirely decimal.

5956. Mr. *M. J. O'Connell.*] How long has that been so in Italy?—In the Papal states it must have been so for several hundred years. We have at present in circulation pieces of Julius II. and Pius V., and even further back than that, and that dates back 300 years, and they are exactly the same coin as at present; the consequence is, that they can cast up any account in a moment.

5957. *Chairman.*] That decimal system does not extend to the other operations of arithmetic; to weights and measures, for instance?—No, it does not.

5958. In that particular, their "système metrique" is not yet so perfect as the French?—No, certainly not.

5959. Religious instruction is given in all these schools?—Yes.

5960. To what is it limited?—Simply to the catechism; but there is a system of religious instruction quite independent of the school, because the curate considers himself to have the superintendence of it. It is a most important part of his duty to superintend the religious instruction of the children.

5961. He finds full time for such duties?—Yes; the curates are most assiduous.

5962. How often in the week is religious instruction given?—It is regularly given, of course, on Sundays: at particular seasons of the year it is more specific; we will say during Lent; it then takes place every afternoon in the parish churches; besides which, you are aware, of course, that there is a period in the life of every Italian, when he is put under a complete series or course of fundamental instruction, with reference to his religion; that is the period of his first communion.

5963. You mentioned a series of instructions were given, do you mean to imply by that statement that there is any regular course of religious instruction from the simplest to the more complicated portions of Christian morality and Christian dogma?—I should say there is. Of course the catechism is the text-book, as it were, for the instruction of the children, and it is exceedingly comprehensive in itself,

Rev. *Nicholas Wiseman*, D.D.

14 March 1836.

itself, but as it is accompanied by instructions both from the schoolmaster and the curate, I may say they get thoroughly well acquainted with their religion.

5964. Are these catechetical instructions accompanied by passages read and explained to the pupils from the Holy Scriptures?—I am not aware that there is any book composed of passages from the Scriptures, which forms the text-book of their instruction; but I suppose Scripture history becomes as familiar to them in the instructions they receive as it does with persons of any other country.

5965. Are there not instructions given every Sunday to every congregation in the Scriptures and Scripture history?—In every parish church there is every morning, of course, an exposition of the Gospel of the day, besides which, in all the towns, there is obliged to be a regular course of exposition of the Scriptures in the churches. In Rome and other large towns that takes place in several churches, and it is conducted generally in an exceedingly able manner.

5966. Are the congregations numerous attending on those lectures?—Yes, large congregations every Sunday evening.

5967. What are the results; do the majority of adult Italians possess a competent knowledge of the Holy Scriptures?—I think that in conversing with Italians in general, I have found them quite as well acquainted with the Scriptures as persons of the same class in any other country. I do not mean particular texts so much as the whole construction of the Scriptures, the history, and so on; but besides that, I should say they possess a very considerable and extensive knowledge of individual passages and texts also.

5968. There is an Italian translation, by Diodati?—Diodati's is the Protestant translation, the Catholic translation is by Martini.

5969. Is Martini's translation in extensive circulation among the people?—Probably there is no one who has books at all to any extent, or who is a reading man, but will have the Scriptures; but I must observe, that when we speak of the higher classes of education, it will appear that in Italy almost everybody above the condition of the labouring class receives more or less the principles of classical education; so that any one who can be said to be at all educated, can, if he please, read the Gospels and the Scriptures generally in the Latin language.

Mercurii, 16° *die Martii*, 1836.

MEMBERS PRESENT.

Mr. Thomas Wyse.	Lord Mahon.
Mr. French.	Mr. O'Brien.
Mr. S. Mackenzie.	

MR. THOMAS WYSE, IN THE CHAIR.

The Rev. *Nicholas Wiseman*, D.D., called in; and further Examined.

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

5970. Lord *Mahon.*] WHAT proportion of the adult population in the Roman states is able to read or to write?—I never made anything like a calculation myself; but I recollect speaking with an English gentleman who had been several winters at Rome, and who told me that he had paid particular attention to the statistics of education in Rome and its neighbourhood, and the conclusion he had come to was, that there was a larger proportion that could read and write in Rome than in any other city of which he had seen any returns.

5971. That remark applies to Rome, but not to the Roman territory?—In the country, as far as I have observed, I think that the children that do not go to school are completely an exception.

5972. The question applied to the adult population?—That I could not give any opinion upon, because it varies exceedingly in different parts; the majority can read and write. But if we speak of the mountain district, where there is very little intercourse, I have had no opportunity of examining.

5973. Is it an uncommon thing to find a village in which no one is able to read and write, except the lawyer, the priest, and the podestà?—I should doubt whether there is any village in any part of Italy that I have been in where that is the case; I do not know what may be the case in Calabria, because I have not visited it, and I suppose that instruction is in the lowest state there of any part of Italy, but in the Pope's States I do not think such a thing exists.

5974. As

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

5974. As to your previous answer about the state of reading and writing at Rome, did that apply to children or to adults?—That gentleman's observation related to adults, because I recollect his mentioning expressly the class of servants; I have met with several extraordinary examples of the desire of the people to learn. I could mention a servant in my own house, from the kingdom of Naples, who was in the very lowest situation, and had exceedingly small wages; and yet he every month gave half those wages to a person to teach him to read and write and cast accounts till he could do all exceedingly well; he reads well and writes well, and keeps his accounts in very good order.

5975. You stated that the regulations of education which you describe were according to the bull of Pope Leo XII.; was education previously in a very neglected state?—I do not think that that bull has had any influence upon the lower branches of education, because it was chiefly directed to the organization of the universities, the limitation of the power of granting degrees to a certain number of establishments in the States, and reducing them all to a general form of constitution, and at the same time increasing and equalizing the salaries of the professors. The congregation formed under that constitution has more authority in the lower branches of education than any other similar establishment had before, but still I am not aware that it has exercised any very strong action upon those departments.

5976. *Chairman.*] Are you aware that in one of the articles of that constitution there is a prohibition of the Lancasterian or Mutual instruction system?—Yes, I am aware of that.

5977. What were the grounds that induced that prohibition?—I have no knowledge upon that subject further than this: I know that in some parts of Italy where the system was tried, either from its being under the direction of persons not competent, or from some other cause, there was a good deal of evil produced; and I have understood also that in other parts of Italy where it was tried the government dissolved the schools.

5978. Mr. *O'Brien.*] What was the nature of the evil experienced?—I am not aware of it.

5979. Was it a disposition to popular feeling upon political subjects?—Not at all. I think I can say that it was not.

5980. *Chairman.*] Are you aware, from reports of the inspectors of education to the Council of Public Instruction and to the government, that there is a strong partiality on the part of the Neapolitan government to that system?—I was not aware of that.

5981. And a similar feeling in Tuscany?—I was not aware of that.

5982. If such be the case, the prohibition of the system in the Pope's States cannot be supposed to arise from political motives?—I am confident that it did not arise from any feeling of that nature.

5983. Does it arise from any religious objection?—I think it must have arisen from its having been found, when tried upon some occasion, not to be so conducive to the morality of the children; I can only conceive some reason of that sort.

5984. Are you aware that even in Germany there is a strong feeling amongst most educationists against the adoption of the Mutual system of instruction?—I have read something in German upon the subject, but I cannot at this moment call to my mind whether it was to that effect.

5985. And that such feeling is participated in by Protestants as well as Catholic educationists?—I was not aware of the circumstance.

5986. Lord *Mahon.*] Is the list of "libri proibiti" strictly enforced at present?—I do not think it would be even possible to procure a copy of it now, it is out of print; but practically I think that its effects are very limited.

5987. Would it be possible to obtain in the Roman States a copy of any work contained in that list?—I should say there was not the slightest difficulty in getting it.

5988. By a sort of smuggling?—No, they are publicly sold in the shops.

5989. Is this system still existing in the public libraries, that a great number of books are not to be obtained without a special licence?—There is a discretion with the librarians to give them or not; they can always give permission; for instance, if any foreigner asks they never hesitate to give them at once, because of course they consider that they do not hold themselves bound by the law. If an Italian asks, if he is a person that they know, they probably will ask no question, because they suppose he is sufficiently acquainted with his duty, and leave it to himself; but in some cases I dare say they might refuse. For instance, supposing a young man asked for a work which was considered a decidedly infidel work, I do not suppose they would allow him to read it in the library; but I am sure that if I asked for any

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

any such book, or any person that was known, it would be given without the slightest difficulty. I think that the limitation as to political books is a mere nullity, because I doubt whether there are 10 books in the index which are put there for their political principles, unless the political principles are considered decidedly immoral. Machiavelli is always excepted in the licence, on account of the immoral principles of politics which he was supposed to maintain.

5990. How does the law act as to printing books at Rome, can any of the books upon that list be printed in the Roman States?—It must be observed, that a grea many of the prohibitions in the Index are only for the editions that are specified you will find Milton, but you will find it with a date. Wherever you find a book with a date to it, it is that edition only that is prohibited, on account of something in the notes or in the preface not essentially connected with the work. Therefore the work might be upon the Index, and yet might be reprinted without any difficulty in Rome; as in the very case I have mentioned, Milton is upon the Index, several editions being specified, and yet Milton is reprinted, both in the Italian and in the English, constantly.

5991. But in cases where no edition is specified with a date, can it be reprinted —No book could be printed without a licence.

5992. Could a licence ever be given for any book upon the Index without a date?—Certainly not, unless corrections were made. If the book is upon the Index absolutely, certainly not. For any book that is printed is subject to censure; and if the work were one that was already prohibited, permission would not be given for its being reprinted.

5993. *Chairman.*] Does not that prohibition extend also to engravings?—There are no engravings upon the Index.

5994. But permission is required to publish an engraving?—Yes, that is to prevent any of immoral tendency.

5995. Lord *Mahon.*] What is the present feeling of the Papal government as to allowing schools of other religious persuasions besides the Catholic; if any parties wished to set up a Protestant school, would it be tolerated?—That is a question that has never come for consideration, and, consequently, it would be impossible to answer it. I can hardly conceive the case to happen, because there is no Christian population other than Catholic in any part of the States. The Jews have their own schools perfectly under the control of their own instructors, and under no sort of restraint whatever; they teach their own doctrine without any limitation; they are the only sect that exist. There may be individuals who take pupils in Rome; the Protestant clergyman who resides there has always a number of pupils in his house, and there is not the slightest notice taken of him; he is allowed to teach them the Protestant religion; the government does not interfere; therefore, there being no subjects of the State of any other religion than the Catholic, I can hardly conceive that the question could be brought before the congregation. I will mention a case something parallel, that the minister of Prussia has just been raising subscriptions to open a hospital to be exclusively Protestant, and the government has not interfered.

5996. Do not the Protestants resident in Rome amount to many thousands?—No; in winter there may be 1,000 altogether. In the summer, excepting the Catholics, who amount to several hundreds, I should not say there were 200 residents.

5997. Not including the students of the academies?—The gentlemen of the English academy form the great bulk of British residents. In reference to what I before said, I must observe, that the Protestants are admitted into the other hospitals just as much as Catholics, and are allowed to be attended by their own clergymen, and so far as I have seen are no way annoyed upon the subject of religion. I know an instance where a Protestant clergyman was several weeks in the hospital, having suffered from an accident, and he was attended in the kindest manner by the officers of the hospital, and the resident clergyman was with him every day.

5998. Mr. *O'Brien.*] Are Protestant clergymen allowed to preach in Rome?—Yes, in their own place of worship, which is under the protection of the law as much as any other. There is an English oratory or church, which is held at the Porta del Popolo. There is a German one on the Capitol, in the house of the Prussian minister. The police send soldiers to the door of the English chapel every Sunday, to keep order.

5999. Lord *Mahon.*] Surely you a little mistake the number of Protestants resident in Rome; are not the Swiss Papal guards for the greater part Protestant?—All

—All Catholic, without exception; they are exclusively taken from the Catholic cantons.

6000. Is not that a recent regulation?—Not at all, it has always been so.

6001. Is there any law which would or would not prohibit a Protestant to set up a school, supposing a necessity to arise?—I should suppose that under the existing law he would naturally be under the control of the congregation I have mentioned.

6002. Is there any positive prohibition upon the face of the law?—Not further than that; no one can establish a school without the consent of the congregation.

6003. Does the law take, for instance, this sort of principle, that every school to be opened shall be conformable to the principles of the Catholic persuasion?—I do not know that there is any such law; I do not suppose such a thing is mentioned or alluded to in the constitution; I am quite sure that if such a thing were proposed it would be a totally new case, which has not yet been thought of. When we speak of English residents in Rome, it must be observed, that the great mass are young artists who are not married. I believe there are not above two English artists resident in Rome who have families, consequently for whom education would have to be provided. There are no others resident throughout the year; in fact, I have never heard the thing mentioned as a desideratum.

6004. *Chairman.*] In a former part of your evidence, you gave some information to the Committee of the manner in which schools for girls were organized in the Roman States; can you communicate any further details upon that subject?—What I said before merely applied to the rural education. I wish to observe, that in Italy, as in most Catholic countries, the education of the females, beyond the very first elements of learning, is in the hands of religious orders; the middle classes are all educated in convents. This may perhaps correspond rather to the secondary education; but within the last few years, a very large establishment has been opened by the French nuns of the Sacré Cœur, amidst the most dense population of Trastevere, a large gratuitous school for the lowest class; they have also another school of that sort at the convent on Monte Pincio. I mention these circumstances to show that there is a disposition to extend education, and upon a much superior scale to what it has been upon hitherto. Those nuns devote themselves exclusively to that object; they are very able and assiduous.

6005. What is generally taught in those schools?—Reading and writing, and plain work of every sort.

6006. Is instruction given relative to their duties as servants?—Being only day-schools there can be no instruction of that sort.

6007. Have you any idea of the number generally attending those two schools?—The principal one was hardly opened when I left Rome, but I should think it would be calculated to receive some hundreds, if necessary; it would be unlimited as to number I dare say. There is another class of schools now rising in Rome, that is parochial schools. It has been mentioned that the government schools are distributed according to the rioni, or the police divisions of the city. Now, in several of the parishes, schools are opening under the direction of a religious order who dedicate themselves to it, and require nothing more than that the school-room shall be provided. They send two of their body every day to attend the school, and have it completely under their superintendence; and where the experiment has been made, it has astonished every one to see their success in training the children and bringing them to good habits.

6008. Is corporal punishment used in those schools for the lower classes?—Very little; I suppose that in Italy there is hardly such a thing as a system of corporal punishment; a master may strike a boy, but there is no regular system of punishing corporally.

6009. What is the nature of the rewards for attention to their studies?—In the higher departments, medals and books; in the lower, there is some sort of little promotion in the class, and perhaps some little rewards, as sacred pictures or medals.

6010. Do they give instruction often in open air in the country, or are they confined to the school-rooms?—I think they are chiefly in the school-rooms.

6011. Have you any other information to communicate upon elementary education?—I do not recollect anything at this moment.

6012. You are well acquainted with the establishments for secondary or collegiate education at Rome?—Yes, particularly so, in consequence of my connexion with them.

6013. Into how many classes are they divided with reference to their objects?—

Rev. *Nicholas Wiseman*, D.D.

26 March 1856.

Excluding those of the fine arts, I should divide the colleges in Rome into five distinct classes: the first will comprehend establishments which are primarily for ecclesiastics; the second, those that are primarily for lay education; the third, those that are considered charitable institutions, but still give a more finished class of education; the fourth class comprehends the foreign colleges; and the fifth, the Italian colleges, that is those that are for subjects of other parts of Italy. I should observe too, that, with regard to the first and second class, those establishments which are primarily for ecclesiastics, have perhaps as much as one-third of their subjects intended for other professions. Those that are intended also for laymen have a certain proportion of ecclesiastical students amongst them.

6014. What are the establishments in Rome for Ecclesiastical education?—1. There is a Seminary called "The Seminario Romano" or "The Apollinare," from its being attached to the church of San Apollinare. 2. There is the College of St. Peter, which is attached to the Vatican Church. 3. And there are two other colleges, that of Sant' Agnese, founded by the Pamfili Doria family, and the Capranica, founded by the Capranica family.

6015. What are the number of pupils in each of those Colleges?—I should suppose, in the Roman seminary, there will be from 80 to 100; St. Peter's, I suppose, will contain about 30; the Sant' Agnese about 20; and the College of Capranica about 30.

6016. With the exception of the Capranica and Sant' Agnese, are the other Colleges supported by government?—No, the Seminary is supported partly by funds, and partly by a grant from the government; but of the 80 students that I have mentioned, I dare say 40 at least are pensioners, who pay for their education, and the others are gratuitously educated, being for the supply of clergy, for maintaining the succession of secular clergy. In the Capranica College they admit pensioners, and perhaps half at least of them may be of that class; St. Peter's is supported entirely by the funds of the cathedral, and its object is to give an education to those who are to supply the Church of St. Peter, that is to say, boys who are there as sacristans, and attend in serving mass every day. There is a school also in which they receive their first education; and if they conduct themselves well, they are put into the seminary, where they receive a full and perfect education.

6017. Mr. *O'Brien.*] Does theological education begin from the earliest years of life, or is it engrafted upon and does it follow academical education, in a general college?—In those colleges that I have mentioned, and those which I shall mention, a certain portion have their own studies within themselves; the greater part frequent the public schools. Theology in those is a separate branch of education, which generally concludes the course; it comes after philosophy.

6018. Then theology is an adjunct to the other academical studies?—Yes.

6019. As a general principle, do you think it would be desirable that theological education should not be wholly separated from academical instruction of a general kind, and would you consider it desirable that it should in all cases be an adjunct as one branch of the studies of a general university?—I do not see any inconvenience to the university that it should be united with the others, because, by their being made separate faculties, it imposes no sort of obligation upon those that are qualifying for one department to attend another.

6020. Do not you think it desirable that persons who are destined for holy orders should, in the early part of life, have an opportunity of mixing in familiar intercourse with those who are not destined for holy orders?—I certainly think it is a great advantage in every way. In the first place, because we consider it unlawful to surprise any one into a state that imposes a peculiar obligation, by not giving him an opportunity of judging between that and any other; and besides that it serves also to form connexions and friendships between the two classes, which are probably continued in after life; so that, in every way, I think it is very well that the two should be in contact; but after a certain age, or after the mind is completely made up, then perhaps it is as well if they are more withdrawn from those who are going in another course.

6021. Would you apply that observation to seminaries in Ireland; would you consider it desirable, for instance, that persons who are destined for holy orders as atholic clergymen in Ireland should have intercourse, as far as general education is concerned, with persons who are not destined for holy orders, in an academy which was open without any regard to difference of sects, and that their theological studies should either be made subsequent to such an academical education, or should be brought to co-operate with them during the course of their collegiate instruction?

—With

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

—With the exception of one observation, that is with regard to the placing together in seminaries persons of different religions, I should answer affirmatively to all that has been asked; I think the more the two classes, that is the lay and the ecclesiastical students, can be brought up together to a certain point the better; but, as I have made an exception, I will explain what I mean. I am speaking of collegiate or seminary education, that is, where the persons reside in the house, and are under the control of a certain discipline; I think that the discipline which a Catholic college requires is completely of a different character from that which any other religion would impose, consequently I should think it exceedingly difficult to organize a seminary or a college in which students of the two religions could be educated together as boarders; I am not speaking of primary education, where persons come in to receive mere instruction, and are then directed as to their religious pursuits by their respective clergymen, nor am I speaking of a large establishment taking in a few persons as an exception, but of the possibility of organizing a college which should educate clergymen in common with others of other religions; I think the arrangement would be exceedingly difficult.

6022. You think it desirable that the candidate for holy orders in the Catholic church should have an opportunity, during the collegiate course, of boarding in the same house with Catholics, but not with Protestants?—I consider it would be almost, if not quite, impossible to establish a college or seminary which could be compatible at once with the systems of the two religions; I should mention that by seminary I mean a place destined for ecclesiastical education; it was the word used by the Council of Trent, and it was invented to describe a place intended for ecclesiastical education.

6023. Lord *Mahon.*] From your experience and judgment, do you think it desirable or not that the Catholics and Protestants should be educated in the same places of education?—I think that in this country and in Ireland such arrangements might be made, that both Protestants and Catholics could attend anything in the form of an university or public school, without any harm ensuing; on the contrary, good perhaps might be done. I think also, that in the lower branches of education it might be easily managed to give them a common education, reserving the religious education of their respective classes to their own pastors. But with respect to colleges in which all must board, and must be subject to a certain discipline, I do not see how it is possible to make arrangements that would suit both classes.

6024. Would you consider that there was any decided objection to an arrangement which should annex to any University a Catholic theological college and a Protestant theological college, putting out of the question altogether the consideration of boarding?—The college to which such a case would apply, would of course be equivalent to an establishment having the forms and the power of an university, inasmuch as having a theological college attached to it implies that it has the power of an university. Now, there are examples in Germany of a double faculty, for instance, at Bonn, where there is a Protestant and Catholic faculty, and I am not aware that they ever interfere materially with one another, or that they cause any unpleasant feeling.

6025. And you do not fancy that it would be a necessary consequence, as the adoption of a similar system in Ireland, that any unpleasant feeling should arise?—I cannot say that I am sufficiently acquainted with the state of Ireland to answer that question, which I think refers to a matter very much of a local nature; I can answer in general, from the analogy of the example I have given of Bonn, that such a thing is practicable, but how far the peculiar feelings existing in Ireland would allow such an establishment is of course a question for those that are more experienced.

6026. *Chairman.*] In all the Colleges you have mentioned, the students board?—With the exception of the Seminario Romano, which is a double establishment, the number that I have stated are boarders, who either pay their own pension or are upon the funds of the establishment; the schools which are kept for the instruction of the boarders are also open, and among those that attend them, for instance, are the students of the English college. The day-students are about 600 or 700, who are either ecclesiastical or lay students.

6027. Are endowments in land attached to these Colleges?—The Seminary, as I said before, has a small property, part of which are the Baths of Caracalla. It has also a pension from some ecclesiastical benefices, and among the rest, I believe, the Abbey of Grotta Ferrata; besides that, there is an annual government grant.

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

grant. The funds of St. Peter's seminary come entirely from the revenues of the church, it belongs to that church, and is reported as part of its establishment; how the other two are endowed I am not certain, but I believe they have property in lands belonging to them.

6028. The expenses generally of these institutions are inconsiderable?—The ordinary expense of a boarder is about 10 dollars a month, which includes everything excepting his clothes; he is obliged to furnish his room and to find himself in clothing, but everything else is provided.

6029. Are there many of the middle classes frequenting these Colleges, either as interns or externs?—A very great number are educated in them as interns, but an immense proportion attend as externs; I suppose there is not a shopkeeper at all in decent circumstances that does not send his children either there or to the Collegio Romano.

6030. What is the expense of the externs attending the College for daily instruction?—There is no expense whatever, the attendance is perfectly gratuitous.

6031. No expense for matriculation or entrance?—None whatever.

6032. Is the same attention paid to externs as to the interns?—Precisely the same, there is no distinction.

6033. Are certificates of conduct or of qualification necessary for permission to attend the courses?—Some certificates are requisite, of course; the certificate of their parish priest as to their good conduct previously, and if they are foreigners, probably something more.

6034. Can you give the Committee an idea of the course of instruction pursued in the Ecclesiastical Seminaries?—The seminary of St. Peter's has all its own classes; and with that I cannot say that I am minutely acquainted, but no doubt the studies are conducted on the same principle as is followed in the others. The inmates of Sant' Agnese and Capranica frequent for their education the public schools of the Collegio Romano. The Roman Seminary, therefore, is the most complete. As I before said, the schools are open to every one, and there is the power of granting degrees; a doctorship in philosophy and in theology. In the Seminario Romano, therefore, those that attend the schools may begin with the first elements of the Latin language, and, without one farthing expense to the end, go through the whole course of humanity studies, philosophy and theology, and even take degrees.

6035. To what period do the pupils continue in general at those colleges?—Supposing a boy to commence at the very lowest point of the course, he would be occupied three or four years with the study of the Latin and Greek languages, he then would have a year of rhetoric, two years of philosophy, and four years of theology.

6036. Is that course pursued in all the colleges you have mentioned?—More or less; in all the establishments there are moreover schools of church music, of the Italian language, of sacred archæology, with several other classes of that sort.

6037. Is the education given in the Ecclesiastical Seminaries considered superior to that in any of the other Seminaries of Rome?—I cannot say that it is, because the students at the other colleges frequent the same schools, that is the public schools.

6038. Which is considered the first in Rome for the extent and efficiency of the course?—I suppose that in the Collegio Romano, under the direction of the Jesuits.

6039. Is not that a lay school?—It is a public school, which is frequented by the students of the different colleges. The Collegio Romano is precisely as I have described the Seminary, with this exception, that it has no boarders except the members of the community, who belong to the order of the Jesuits; but it receives externs to the number of I suppose 1,000, and among those there are the students of several of the colleges that come lower in the list; among those the students of Sant' Agnese College and Capranica College, and the Collegio dei Nobili, besides several of the foreign colleges.

6040. Then the course of the Collegio Romano will represent the most perfect course at present adopted at Rome?—Except the Sapienza, which is a higher education.

6041. In the Collegio Romano, what is the method adopted in teaching the Latin language?—I believe that the methods used all through Rome and Italy are what we should consider rather antiquated. They give a most grounded knowledge of the language, and a very general practical facility, but perhaps the processes are rather tedious; the grammars are heavy and exceedingly detailed; but there

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

there is a tendency, I believe, to improve every portion of education in the Collegio Romano.

6042. They have not adopted any of the recent improvements observable in Germany in that department of education, the improvements in grammar particularly?—I do not think they have.

6043. Do they pay great attention to the writing of Latin?—Particularly so.

6044. Do you think with success?—Perfectly; the consequence is, that there is a purer style in everything that is done in Latin in the Roman States than in any other part of Europe. I have heard foreigners, very able classical scholars, express their astonishment at inscriptions which they have seen put up at a village festival, being in such pure classical Latinity.

6045. Are the Jesuits particularly distinguished for their method of teaching Latin?—The method they follow is much the same in both places; but they have a good many among them who are very superior in their knowledge of the language; but I should not say that they have any decided superiority in the scholars that they produce above others, so far as that goes.

6046. Is there much proficiency in the study of Greek in Rome?—Greek has been till now rather neglected through all Italy; there are a number of men who are extremely profound in it; but as a general branch of education, it must be owned that in Italy the Greek language has been much neglected. And there is a natural reason why Latin should have the preference, because there is a national feeling attached to the learning of it; but at present I know that in that respect the Jesuits are disposed to improve the Collegio Romano, and they have already made considerable improvements. I have been requested by them to collect all the best Greek editions published in this country.

6047. You have stated that considerable attention is paid to the study of the national language of the Italian; what course is adopted in studying that language in the higher branches?—I believe that in the school of rhetoric there is a great deal of attention paid to composition in Italian, both in prose and verse, and especially to the study of pure language; there is a school expressly dedicated to that in the Seminario Romano.

6048. Is it studied historically; does the Professor enter much into the history of the literature of the country?—I do not know whether they do systematically; but the reading is so extensive in it, that you will find a well-educated Italian knows the history of his own literature much better than the natives of other countries do theirs.

6049. What is the course of scientific study in the Collegio Romano?—It consists of mathematics, beginning with the most elementary parts, and going to the very highest branches. I have been present at examinations in mathematics there, which I am sure would have done credit to any university in Europe. The whole of the problems that were solved and the operations that were performed, were performed by the higher methods, that is by the "differential calculus," almost exclusively, with the most astonishing facility and readiness; and I believe that in that part of scientific education, whether we speak of the Sapienza or the Collegio Romano or the Seminario, the mathematical education is very complete, and sufficient to enable a person to carry the study forward to any extent. Besides that, chemistry and every branch of experimental philosophy are studied in the Collegio Romano with considerable attention. The present professor, Padre Pianciani, has published a most complete course of experimental and natural philosophy for the use of that school; and, being particularly and intimately acquainted with him, I can say that it would not be easy to find a person more thoroughly qualified in every branch of natural philosophy than he is. I mean, including botany, geology and natural history, according to the latest classifications.

6050. Mr. *O'Brien.*] Do you consider that a greater attention is paid to those studies of so useful and practical a kind than you have had an opportunity of seeing bestowed upon them in this country?—I must make a distinction, which I made in my last examination, between the extent of the diffusion and the depth to which they go, in the inverse order to which I made it before. I observed that there was every disposition to extend the education, but that equal attention had not been paid to its depth. Now, I think it is exactly the inverse here, that as the class of philosophy is the concluding class of lay education, and the last step before theology in ecclesiastical education, it follows that a much smaller number of pupils reach that class or pay attention to it than what attend the classical schools. But I think that all those that go into those classes have it in their power to make themselves

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

as thoroughly acquainted with those subjects as they can do anywhere else. I am not speaking of the Sapienza at present, because, being essentially an university, it does not enter into these remarks, and I could say a great deal more of the plans there pursued; but in the Collegio Romano, I have no hesitation in saying, that any person may make himself thoroughly acquainted with the leading branches of natural philosophy and the pure sciences.

6051. *Chairman.*] Is it left completely to the choice of the student, whether or not he will attend particular branches?—I believe there is rather a difference of arrangement in the two establishments. In the Seminario Romano there is a certain classification; they are required, for instance, in the first year, to attend such and such classes; in the second year, to attend other classes prescribed. I rather think that in the Collegio Romano there is a greater latitude as to the order in which they take the classes, but on this I am not positive.

6052. Is a student frequenting one of those colleges permitted to select a particular class only, and to attend that class, and when completed, to leave the College, or to advance to another class?—At the beginning of every scholastic year there is a new registration made of the persons going to attend. Those who are continuing their studies of course put their names down again for that year, and it implies no sort of obligation to go beyond that.

6053. But students in the same year have not the choice of attending some classes and omitting others?—Yes, there is an option; for instance, the theological student might attend the class of ecclesiastical history or the class of moral theology, if they happen to be at the same hour, and it would be left to his own option which to attend. But before passing his final examination, he must give evidence of his having attended the whole course. For taking a degree, the examination is general.

6054. It is not then analogous to the case of the Belfast Institution, where a pupil may enter and attend the school of Natural Philosophy, but altogether omit the school of Mental Philosophy, or the school of Greek, or any other that he or his parents choose?—An individual might do that; for instance, if a person wished to make himself acquainted with mathematics, and not to attend the course of moral philosophy, he might do so, but he could not get certificates of having attended the others, or pass an examination for a degree. Another observation which may be important is, that when a young man has put himself into a course, or has been registered for attending the education there, he puts himself also under the control of the discipline, so far as external discipline goes; for instance, he is obliged to attend the church there on Sunday. If he is absent from school, he is called to account. If there be not sufficient reason for the irregularity of attendance, such as bad health, he would probably be desired not to return.

6055. Mr. *O'Brien.*] Are the examinations periodical?—They are.

6056. Are they general examinations, or examinations solely upon the particular course of study to which the student has devoted himself?—They are examinations in the branches that he is actually studying. I believe there is an examination every month in the Collegio Romano by the superiors of the house, who draw up a sort of statement of how each one has conducted himself during the preceding month.

6057. He might get a certificate of attainment in Mathematics without getting such a general certificate as would allow him to take out a degree?—Yes, from the particular professor whom he has attended.

6058. *Chairman.*] Does the University take any notice of the honours conferred in the Colleges?—They are quite equal to those conferred in the Sapienza. I took my degree in the Collegio Romano. It is considered the same as if I had taken it in the Sapienza; as far as individual credit goes perhaps better, because the examination is more difficult.

6059. Do they confer the highest degrees?—Yes.

6060. Mr. *O'Brien.*] In order to go through a course of study in the Jesuits' College, is it necessary to be in any way connected with the order?—Not in the least; it is a public school, open gratuitously.

6061. You are not bound to make any declaration of adhesion to the order?—Not the slightest.

6062. *Chairman.*] Can a Protestant, for instance, receive education there, frequenting the Colleges as a daily pupil?—There have been instances of its being allowed.

6063. You have stated that Jews frequent the Sapienza?—Yes; I do not suppose

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

suppose they would frequent the other establishments, because they give merely classical and scientific education; but in medicine, for instance, they attend the schools of the Sapienza.

6064. What is the system of Mental Philosophy pursued in the Collegio Romano; do they admit the English, French or German writers upon the subject; or is there a course specifically drawn up by the Jesuits to which the pupils are confined?—They are well acquainted with whatever has been going on in Germany and England; tolerably well with the German systems, but I think extremely well with all the French philosophy; also to some extent with the Scotch and English.

6065. Mr. *O'Brien.*] Is the philosophy of Locke and Bacon rather recognised than rejected?—Decidedly so; I think Bacon is almost more esteemed in Italy than in England, among a class of persons with whom you would not expect it. I recollect once, when travelling, being at the little town of Asti, and not being able to find my way to the hotel, I asked the first young man I met in the street if he would be so kind as to direct me; he offered immediately, with Italian politeness, to accompany me. I accepted his invitation; and we had not been three minutes together before he began to speak to me about Bacon, and to express the enthusiastic admiration which not only he, but many others, entertained for him.

6066. Are courses in Political Economy admitted in those colleges?—There is no course of political economy in any of the colleges which I am acquainted with in Italy. There is no nation which has written so much upon political economy as the Italian. A collection of the Italian writers upon political economy was published at Milan a few years back, in about 50 volumes octavo.

6067. To what cause do you attribute the circumstance that there has been no professorship established in that science?—Because the Italian universities are the oldest in their constitution, and they have not been remodelled essentially since, and consequently a great many studies have not been brought in which we should consider as essential to an university: for instance, geology has not been introduced so generally into university education as it deserves. Neither at the Collegio Romano nor at the Seminario, which are considered as minor universities, is there any class of mineralogy, natural history or zoology. In the Sapienza they have them. I remember asking one of the professors of the Collegio Romano, who is himself intimately acquainted with all those branches, why they were not introduced, and if he did not think it was time to modify their studies so as to make them better suited to the taste of the times; he replied, that he was fully conscious of the necessity, but that it would require a completely new organization, which in course of time might be made, but could not as yet.

6068. You do not then attribute the absence of a professorship of political economy to any apprehension of its opening too wide a field of discussion in its bearings upon general politics?—It would be hardly fair to judge of motives where the thing has never been proposed. I must say that I do not know what might be the case if it were proposed to the Congregation of Studies to establish such a professorship; that might depend essentially upon the principles upon which it was proposed to be conducted, but I can hardly conceive that that would be an objection; for there is a class of general jurisprudence, the philosophy of law, and I have known it conducted upon the very broadest principles of public right.

6069. No indisposition prevails to admit the works which you have spoken of, or other works upon Political Economy, such as Adam Smith's, Say's, &c.?—Not the least.

6070. Or Jeremy Bentham?—Bentham is not allowed; and the reason is, I believe, not so much on account of his political principles, as of his principles regarding religion in his works.

6071. *Chairman.*] Are there not many subsidiary societies in various parts of Italy cultivating these particular branches of education, and with the approbation of the several governments?—In Rome I am not aware of any, because all the societies are either merely literary societies or scientific. In Tuscany there are some which take in political economy; and to political economy, as a science, I am not in the least aware that there is any objection. Adam Smith's work, I believe, is very well known; it is translated into the Italian, and I do not know that there is the slightest jealousy respecting it.

6072. What is the course of historical instruction pursued in the Collegio Romano; is any particular text-book prescribed to which the student is confined?—I dare say there is a text-book, but I am not acquainted with the books used in the lower departments.

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

6073. Are the Professors very particular as to the historical works put into the hands of students in the Collegio Romano?—I am sure they must be, as they are in every other department; they are exceedingly careful to exclude any books that could be considered dangerous to their morality or to their faith.

6074. Mr. *O'Brien.*] The historical writings of Hume and Gibbon would, upon such a principle, be excluded?—From the collegiate education certainly. I do not think the Italians go into the histories of other countries; they are only persons of very superior education in any country that know much about the histories of other countries, except as connected with their own.

6075. Are you aware that any particular course of historical reading is prescribed in these colleges, with the same view which has been ascribed, for instance, to the Prussian government, namely, in order to produce a tendency amongst the students to admire and attach themselves to the existing institutions of the state?—I do not think that in the whole course of education there is the slightest political bias, nor that the books chosen for the students are chosen with any view to give them any political learning. I think you find the Italians and their students more enthusiastic about the times of the Roman grandeur, about the republican times, and everything reflecting national glory, than they are about periods that might appear more in accordance with the state of government at present; and I do not think that that feeling in the least influences their political ideas.

6076. Do you think the Congregation of Studies would permit a work upon Italian history, compiled from the Republics of Sismondi, or from Platina's Lives of the Popes, or other works tending to condemn the temporal government of the Popes in Italy, and with a view to show that they ought to be restricted to merely ecclesiastical functions?—No, certainly. I am sure they would not approve of books upon those principles, which would be essentially condemnatory of their present state. Sismondi, particularly, they would consider worse than that, because there is in his works a tendency to show religion to have been the cause of all the evils of Italy; he has been completely confuted by Manzoni, in his beautiful work, Sulla Morale Cristiana.

6077. Mr. *O'Brien.*] Though you say that there is no political bias and control exercised with respect to education, yet the ecclesiastical organization superintending the whole education of the country is such as practically to exclude works which have a tendency to create feelings unfavourable to the existing order of things in Rome?—In school books.

6078. And in academical instruction?—Certainly, the influence of ecclesiastical government must naturally be felt throughout every part; it is natural, as a principle of self-preservation, that they would not put ideas or opinions into people's heads which would go towards calling to question their rights; I should say it would not only be exceedingly foolish to do so, but it would be very wrong in any person who conceives that he is lawfully constituted.

6079. *Chairman.*] You would not think it more judicious than for the English Government, or the National Board of Education in Ireland, to publish books, setting forth the advantages of a Repeal of the Union?—Certainly not.

6080. In fact, do the Congregation of Studies at Rome interfere with the courses of instruction or the text-books used in the higher branches of education?—I am not aware that they do in the least.

6081. They think there is sufficient check and surveillance from the existing constitution of the Colleges?—And by the character of the individuals in the colleges, who are persons that possess their confidence.

6082. Mr. *Mackenzie.*] In point of fact, do you know by whom those books are selected?—I believe by the professors, with the concurrence of the superior of each establishment.

6083. *Chairman.*] By whom are the masters appointed in the several schools?—In the public schools of the Roman Seminary they are appointed by the superior, who is the cardinal vicar. He is the superintending head.

6084. Mr. *O'Brien.*] His nomination is absolute?—Yes.

6085. *Chairman.*] Is that the case with regard to the others?—In the Collegio Romano the superiors are nominated by the general of the Jesuits, the establishment being under his control. The other colleges have not professors, because the pupils attend the public schools, but they have a principal and a vice-principal, or a rector and vice-rector, and inferior superintendents, who take care of the young men; and perhaps they may have one or two domestic professors, under the name of

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

of Ripetitori, who see that the students have learned what has been explained in the public schools.

6086. In some of the Jesuit colleges the course pursued is, for the teachers to take a class, and to conduct that class from the first year to the last of his course; is such practice usual in the Roman colleges?—No, they have fixed professors for different departments.

6087. The second class of Colleges you mentioned were the Colleges for laymen; will you state the names of these colleges, and the number of pupils in each?—The first and most extensive establishment is the Collegio dei Nobili, which is entirely administered by the Jesuits, the young men in which frequent their schools at the Roman college; that contains about 50 young men, all of noble family. The second is the Collegio Nazzareno, which is under the direction of the order of the Scuole Pie, or the Calasanctians; that contains also about 50 students, and they have their own classes exclusively at home. The third is the Clementino, which was a very flourishing and large establishment, but was suppressed by Leo X., for the purpose of establishing in its house a provincial college, and has only been re-opened within about two years, and consequently contains a very limited number of pupils, perhaps 8 or 10; it is under the direction of the Somaschi, as they are called. There is also a fourth smaller college, the Collegio Ghislieri, which contains from 20 to 30 students, who may be persons of a lower class. In the Collegio Nazzareno there are two distinct establishments united together, one of noblemen, the other of persons of inferior rank. The students in the Ghislieri frequent the schools of the Collegio Romano.

6088. Then the course of education pursued in these schools is quite analagous to the course of education in the lay department of the Ecclesiastical Colleges?—Yes.

6089. Is education given gratuitously in any of these Colleges to laymen?—No; they are all boarders in those colleges, because they themselves go to other schools.

6090. What is the usual rate of payment for boarding in these Colleges?—The same as I mentioned before, from 10 to 12 dollars a month.

6091. Is the Collegio dei Nobili more expensive than the others?—I am not aware that it is; if there be any difference it is very trifling.

6092. Do the students wear any particular costume?—Yes; they are dressed in black, and always go out together in divisions; they are never allowed to go out without somebody accompanying them, so that they are easily recognised.

6093. Is the moral discipline of these Colleges strict?—Very much so, indeed; the greatest attention is paid to it. In treating of the other colleges, I have spoken chiefly of the studies; I have not said much about the moral discipline; but the system is very much the same in all. The students are divided into classes according to their age, and perhaps 20 or fewer of them will form what is called a *camerata*, that is, those that have the same dormitory. Each division has its play-room, and everything else, apart from the others, so that as to have very little intercourse with those that are in another class.

6094. They are constantly under the inspection more or less of the superiors?—Almost always.

6095. Is that made a fundamental principle of each of the Colleges?—Through the whole of Italian collegiate education there is that system of constant superintendence, and the result of it is, a degree of confinement which would not suit our constitutions at all, but which is, I believe, not found either disagreeable or noxious to the natives.

6096. In what relation do the superiors stand to the pupils; are they considered in any degree as companions as well as teachers?—Very much so indeed; I believe it is a general case that there is a degree of attachment existing between the students and their superiors which can hardly be believed; none are so remarkable for that as the Jesuits. It seems to be their peculiar talent, through all their education, to attach all those that go to their schools to them; and I have known cases of persons who have even been in the body, and have been obliged to quit it, being almost expelled, and yet who have never lost their feeling of attachment towards their former superiors.

6097. Are not the Jesuits known also for their great attention to the observation and discrimination of character?—Yes; that is more remarkable in their own body. They very seldom make a mistake in placing a person in his proper post; the system which they follow for that is quite complete: it is not merely from a penetration in the individuals employed, but it results from a system

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

of observation, which is so minute in all its parts as hardly allows a mistake; and it seems to be observed also in their schools. And what is particularly to be noted is, that there are no limits fixed as it were to their kindness; if a person has been among them, and he has conducted himself well, they will exert themselves to find him occupation, to get him anything that may forward him in his prospects; so that they are not merely teachers, but they forward very much the happiness and comfort in after-life of those who are their pupils.

6098. You have referred to the specific mode of proceeding which the Jesuits adopt in order to ascertain the character of their several pupils; can you give the Committee any idea of what the nature of that course is?—The superior of every house takes most accurate notes of the conduct and the peculiar talents of each individual under his care. These are forwarded at certain periods to the heads of the provinces, who again make yearly reports to the general of the order. By again changing the situation of their subjects, and comparing their reports from different places, and perhaps when occupied in different pursuits, a very accurate estimate can be formed of the peculiar abilities, dispositions and talents of each, and the consequence of which is, that there is very little danger of any one being placed in a situation for which he is not fully competent: and, perhaps, as a proof of what immense resources for favouring education that gives them, I may mention, that when Leo XII. put the Collegio Romano first into their hands, and took them, if I may so say, by surprise, as they had not professors ready, and the notice given them was very short, they actually drew their professor of astronomy from Paris, and their professor of theology from North America; but the consequence was, that in as short a time as was necessary for the respective members chosen to perform their journey or voyage, a complete corps of efficient professors was brought together.

6099. Is there anything analagous in the conduct of the other orders connected with these schools to that of the Jesuits?—I do not think there is any other order so thoroughly organized as that of the Jesuits; perhaps the order of the Jesuits is the only example of a religious or any other corporate body in which, after 300 years, even the smallest item of the original rules is kept as it was the first day, without the least need of any reform having taken place in it. The consequence is, that they have the benefit of immense experience, and they have not to combat against any of those relaxations of practice or any of the abuses which have more or less crept into other religious bodies.

6100. The attention of other orders to the education of youth, though not perhaps quite equal to that of the Jesuits, is still remarkable; for instance, the Padre delle Scuole Pie, in Tuscany, has been much commended?—And so it is in Rome; they have very able men in every department of literature and science. In the Collegio Nazzareno, they have as elegant classical scholars as are to be found in Europe, they have very able scientific men, and have furnished the establishment with everything necessary for the prosecution of both literature and science.

6101. Are not they celebrated for the mode in which they teach, as well as for their great attention to the moral conduct of the students?—I believe that in those branches to which their education extends they are very efficient; but they unite also elementary to collegiate education in their system, for they have a very extensive day-school for children, which, however, is not at all connected with the Collegio Nazzareno.

6102. Is corporal punishment much used in the higher schools?—If it ever is used, it is considered a very extraordinary case, and is never inflicted by the master.

6103. By whom?—By a servant who is called in.

6104. You state it to be of very rare occurrence; what would you suppose to be the average amongst 50 pupils in the course of one year?—I do not suppose it would occur above once or twice. I was several years an attendant upon the classes of the Collegio Romano, before it was in the hands of the Jesuits, but the system was the same, and the professors now continue to teach at the Seminario Romano. During the five years that I was there, I do not recollect hearing of such a thing occurring; of course it may have happened sometimes, but such a thing was always spoken of as a most extraordinary thing.

6105. Is frequent recourse had to public admonition?—Not out of the class. In each class the master will admonish or reprove the pupils, but it is not done in any public way by the superiors of the house.

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

6106. Do you attribute the great attachment which you say exists between the pupils and the teachers to the constant company which they keep together, and the interest which the teachers take in the several pursuits of their scholars?—Certainly; any one who has been in Italy knows that there is greater urbanity in ordinary intercourse among the different classes than is to be found elsewhere. But independently of that, I think it arises a great deal from the interest which the superiors feel in their pupils from their undertaking the task of education as a religious duty. Now, for example, among the Jesuits and among the Fathers of the Scuole Pie, not one of the masters receives the slightest remuneration either from the scholars individually or from the establishment. He is a member of the body; he is placed there to teach that school, and he has no other motive to induce him to do it well but religious feeling. A person, therefore, before he devotes himself to that life, must have given sufficient proof that he is capable of undertaking it from that higher motive; and such persons, it is natural to expect, would consider themselves as the parents of the children, and feel that it is an important portion of their duty to secure their moral happiness, and they would naturally feel that interest which domestic instruction always has about it.

6107. Are you aware that the Jesuits occasionally employ the pupils themselves in some degree as surveillans or superintendents over the moral habits of their companions?—I do not know that they do. In the colleges in Rome I should think that can hardly be needed, because the youths are always under the eye of a superior; but in their own body, that is, among those who have taken the vows and have entered into the order, there is, I believe, the obligation of denouncing anything which is considered improper.

6108. The third class of institutions you have mentioned are the charitable institutions; what is the nature of these charitable institutions, and what is their number at prerent?—The charitable institutions, which I have put under the head of secondary education, are of two characters: those where the children receive classical education, and those where they are brought up to professions or trades. To the first class belongs the House of the Orphans, or the Collegio Salviati, in which are about 60 or 70 boys; they are boarded and kept in everything; they must be orphans; and then they are conducted in their education from the first rudiments to the completion of their philosophical, or, if they choose, theological studies. They have some little provision made for them when they leave, and, if possible, situations are procured by the establishment or the superiors. That house is under the direction of the Somaschi, the same fathers that have the Clementino College, and it has produced a number of exceedingly respectable men in every class of society; a great many that have studied law and medicine, after they have left have done themselves great credit.

6109. The Somaschi are a religious order similar to that of the Scuole Pie?—Yes, something similar.

6110. What is the second class of schools?—The second class is where they are brought up to different professions or trades. The students of the orphan-house that I have mentioned frequent the schools of the Collegio Romano; but besides that classical education, they are allowed a certain latitude of choice; for instance, they may study music or drawing, or if any of them wish to devote themselves more especially to history or geography, for the purpose of being tutors in families, they have the means of doing so allowed them. The other class is for a lower grade of individuals, where they are not taught more in the way of learning than is simply necessary for a tradesman in the ordinary occupations of life, and the time is chiefly taken up in following some pursuit that may give them a livelihood afterwards. There are two establishments of that sort; the greatest and most splendid is that of San Michele a Ripa; the second is what is called the Termini, the Baths of Dioclesian; the third is a small establishment which goes by the familiar name of Tata Giovanni, near the church of St. Helen.

6111. What is the nature of that institution?—It was entirely founded and established by a poor beggar, who, himself being a man of strong religious principle, devoted himself to procuring a refuge for children in the very lowest state of destitution. He procured a house, was the means of setting it on foot, and now it is regularly established under proper direction. From him it took the name of Tata Giovanni. The boys are from every age, some quite children; they have a dress, a sort of coarse uniform. They are sent out in the morning to work in the shops. They begin as errand boys, doing what they can and working, and gradually by that means learn the respective trades in the places where they are sent to. As soon as they

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

they begin to earn something they bring their earnings home, and those go into a common fund, by which they are supported. They are lodged and fed, their religious education is superintended at home, and all the day they are abroad, but under the complete direction of the persons with whom they are placed. After they can earn a certain sum, more than enough to support them, I believe it is either laid aside for them or actually given to them.

6112. Education is given to them at home?—Yes, there are clergymen and others to superintend them, entirely through charity, because I suppose nobody about the establishment has any remuneration.

6113. From what sources do these charitable institutions provide their funds?—This one nearly supports itself, I believe, by the earnings of the boys.

6114. Mr. *Mackenzie.*] To what age does their instruction extend?—To the age of 16 or 17, till they get into a situation.

6115. Are the numbers considerable?—I suppose there are about 100, perhaps more, and they receive a tolerable education. I may mention, as an illustration, that at Christmas they always act little plays, and they do it in a very creditable manner, showing a knowledge and a feeling of what they are about.

6116. *Chairman.*] Reading, writing and arithmetic they learn of course?—Yes; that is the lowest class of those establishments. A degree higher than that is the Termini, but that also is for the lower class of the poor; they are put in there, for example, if they are found to be without any provision; children thrown upon the streets by their parents dying or going away. But besides those, I have known persons of a better class, such as servants, that have been glad to get their children in, and some also that by paying a small pension have them educated there. The children reside in the house, and are brought up to trades of the lower class, shoemaking and carpentering and tailoring, and pursuits of that class, not including the fine arts at all. That establishment was in a state of some confusion, in consequence of the funds being rather dilapidated, and sufficient attention not having been paid to it. The consequence was, that about two years ago it was put under the superintendence of the Brothers of Christian Doctrine, and the most complete radical change that can be conceived has taken place from first to last. I was astonished in merely observing the boys walking out, with two or three of these good fathers accompanying them, to see their deportment; the way in which they behaved in the streets was so very becoming and so very respectable, compared to what it had been before. I never had observed, neither had any one else, any improper conduct, but there was not that appearance of order and discipline which is visible now; and I understand that the whole interior organization of the house has been brought to a most perfect standard; and the funds have been much better administered since. In short, these superiors devote themselves to it from a charitable motive, and they receive nothing but their maintenance for it.

6117. From whom do the funds come?—From the government; it is considered a sort of police establishment, because it is in a great measure for destitute children; and I believe it is a sort of house of correction, a sort of reform school, but still I must not give it the character of a penitentiary, because I know respectable people that have paid so much a month to have their children educated there.

6118. What number of children are there in the school?—I should think 300.

6119. Then the government seem to be impressed with the conviction that the best mode of preventing crime is by educating the children?—No doubt of it: this establishment, and the one I am going to mention, are visited annually by the Pope, who goes through every part of them very minutely.

6120. Has that been the usual practice amongst his predecessors?—Very much so, and with many establishments of the same nature. I remember an anecdote of Leo XII, who was a man that took great interest in everything of this sort; and who, if his health had allowed him, would no doubt have introduced great improvements in every department of education; and though I am sure there is not the slightest want of disposition at present, the political agitation that has occurred has taken up the attention of the government so much, that these matters have not been so personally looked into. The anecdote I was alluding to is this: there was an examination at the Deaf and Dumb School, and several cardinals were to be there. The Pope called one of his attendants, Monsignor Altieri, and asked him if his carriage was in waiting; he said it was. The Pope expressed his wish to go in it; he went down stairs through a private staircase, got into this prelate's carriage, as he did not wish to be seen going out at that time, nearly 11 o'clock at night. Accordingly he went to the place where the examination was held, and

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

when he was not the least expected. He was not recognised at first, and the persons in attendance at the door would not give him admission; however, they soon discovered who he was, and proceeding up stairs, he remained to the end of the examination; gave with his own hands a gold medal to the youth that had distinguished himself the most, and other medals to others, and left a sum of money to be distributed among them.

6121. Is the same vigilance of inspection exercised by the several officers connected with education; are they in the habit of visiting constantly these establishments?—The superiors of each establishment are very careful to examine and to see how everything goes on; for example, the cardinal vicar is the head of the Roman Seminary; he goes every now and then into the schools, perhaps when least expected, and sits down on one of the forms and hears the boys examined, or will examine them himself. He hears also yearly examinations, at which he presides, about Easter; he is also present at the examination for degrees; and it is so with the heads of other houses.

6122. The government, you state, contribute the funds for the support of these establishments; are they considerable?—They must be considerable, the number supported is so great. Then there is also another thing to be remembered, that the San Michele has great resources within itself, so that the produce of the labour goes a great way towards maintaining the inmates. They manufacture a good deal of cloth, which is bought by the government for the troops, or they take contracts for linen and manufactures of different sorts, and having to deal with the government, all is very easily arranged between the respective parties.

6123. San Michele is the most important establishment of this class of schools?—Certainly.

6124. What is the organization of that establishment?—It must be divided into its different parts; it is rather an union of different establishments. In the first place, there is a sort of hospitium, where there are a hundred or two old men kept. There is a house of correction or penitentiary for females; there is a conservatorio for grown up females, who would otherwise be thrown upon the world. Then there are two schools for the boys and the girls; in that of the boys, which is the most interesting, besides receiving a very respectable education in the usual branches of knowledge, reading, writing, &c., they are brought up to every profession, beginning with the very lowest and most menial, and up to the highest of the fine arts. To take one department of trade, they have a printing-office, for which they have every intermediate trade, from cutting the type to founding it, composing, printing and binding. Within the last two or three years they have cut in the house some of the most beautiful oriental types which have been produced in modern times; so that it is not only the lower department even of that art which they cultivate, but they advance in it to the very highest.

6125. Is it a School of Art applicable to the purposes of industry, or merely a school for the ideal or higher department of Arts?—Every department is attended to; everybody of course is not fit for the highest department, but I have known instances of a boy in the house, brought up as a shoemaker, and who showed a particular talent, and he was taken immediately from that to some of the fine arts. There is even competition among them; thus, there are only six students of engraving, but all that are in the school of drawing, the moment there is a vacancy, can aspire to it, and there is a concursus, a competition, so that the most deserving will necessarily obtain it.

6126. What number of pupils are there generally in the San Michele?—I suppose between 200 and 300 boys. In the establishment there are 1,000 individuals supported.

6127. Have they any particular dress?—Yes.

6128. Do they live in community?—Perfectly. There is the strictest discipline; they are extremely well fed and clothed and lodged, and every attention is paid to their comfort. There is a school of music, to which they are taken indifferently from any class or from any profession; any boy that shows a voice or a good ear for music is immediately allowed to attend the school of music; and it is so extensive that almost every year they perform an opera. Two years ago there was one composed expressly for them by Zingarelli, a most beautiful work, and extremely difficult. Their chorusses consist of perhaps 40 or 50 boys upon the stage, all singing in most perfect harmony, and acting very respectably; the leading performers went through their parts with the greatest ease and accuracy; and I have known such an exhibition got up in about two or three weeks. I mention this to show that what they receive is not a mere superficial instruction in music, but such

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

as will be useful to them in after-life; because, in a city like Rome, where there are so many churches and so many festivals, and a great deal of musical spirit, many individuals who may have a trade or profession will find it a great subsidiary means of comfort to be able to practise music.

6129. Is Instrumental Music taught?—Not there; but in the other institution, the Termini, there is an excellent band.

6130. Is Music generally taught in the schools?—In the ecclesiastical colleges sacred music is taught very extensively, the consequence of which is, that they perform that style of music there extremely well.

6131. But not in the Elementary schools?—Not at all, I think. The arrangement in San Michele is an immense quadrangle, all the trades are round this, so that the youths are completely under inspection while they are working. Then to assist and instruct them there are competent persons engaged. There is an immense establishment for every branch of the cloth manufacture, to which several hundred hands come from without. They begin from dressing the coarse wool to dyeing it for the finest carpet work, and weaving, perhaps, the finest cloth that is made in the Roman States.

6132. Are they allowed to walk out?—Yes; they are at work all the day, but they have an immense space to amuse themselves and play in; and besides that, upon stated days they go out to walk.

6133. What is the age to which they can continue in these institutions?—Till they are 20 or 21, and then something is done for them to situate them. The department of the fine arts comprises painting, commencing with elementary drawing; sculpture, in its very highest branches; for I have seen young men from there working in Thorwalsden's studio. Engraving is in very high perfection, for several of the most eminent engravers in Italy, and one or two in Paris, have come from that establishment. Besides that, they have also tapestry-weaving, which they have brought to considerable perfection. The late King of France, Charles X, sent them patterns of all the colours of the gobelins; and I have heard it stated, that the establishment of the gobelins was originally commenced by the pupils of San Michele. It is singular what a change took place in the art in the course of a few years in the last century; looking at the tapestries in the Ville Albani, there is one room of about the year 1720, of the most vivid and beautiful colouring possible; there are other tapestries about 20 years later, in which the colours are completely faded. It was then somewhat revived, but now they have begun to pay special attention to it again, and the consequence is that they produce very beautiful works. And one, I think, very classical and excellent idea which they have followed up is, that of copying in carpets or tapestry the finest ancient mosaics, so that you can have upon your rooms an exact fac-simile of any of the ancient mosaics.

6134. Are these studies merely mechanical, or are they preceded or accompanied by any portion of literary or scientific instruction?—They go through a complete education for their branch, and it is necessarily joined with a pretty extensive literary education. From my own observation, I know that there are a great many young men there who are very assiduous readers, and who have even borrowed a great many books from our library, and books upon subjects in which you would not suppose that they had much interest.

6135. Have they a library connected with the institution?—I do not know whether they have any library.

6136. Have they sent forth many of the workmen of Rome in the different inferior departments of art?—In every branch. I suppose the influence of that establishment is felt in every department; and it is in such reputation, both for the excellence of the education generally, and also for the exceedingly good moral discipline, that a few months ago I was asked to make a little interest to have a person admitted; I heard that there were 200 upon the list, who offered to pay pensions, and there was no room for them. Of the 200 that are there, perhaps more than half constantly pay their own expenses. They pay something lower than they do in the colleges, but still sufficient for their maintenance.

6137. So that there is no sort of feeling of inferiority or disgrace attached to the circumstance of receiving education in this establishment?—Not in the least. I do not mean to say that a gentleman, or any person of the higher classes, would send a young person there, because the education is necessarily for trade.

6138. There is no prejudice in Rome against gratuitous education?—On the contrary.

6139. On the part of the pupils' parents there is no such prejudice?—No, I do not think there can be; those that frequent the public schools, beginning from the university, must make up their minds to have gratuitous education.

Rev. *Nicholas Wiseman*, D.D.

16 March 1836.

6140. Do not you think that it is in consequence of its being open to all classes that no sort of disgrace is felt to attach to accepting it gratuitously, and that where a feeling of disgrace exists, it originates from a distinction being made between the rich and the poor, and the gratuitous education being given tothe poor solely?—There is no such distinction at Rome, and the consequence is, that there is no feeling of degradation. Now, in the schools of the Collegio Romano, I have known the son of an ambassador to come regularly, and he would, perhaps, sit next to the son of a small retail tradesman.

6141. Is this organization of San Michele peculiar to Rome, or are there establishments of a similar kind to be met with in other parts of Italy?—I believe there are in all the principal towns of Italy. In Milan, I believe, there are very extensive establishments also of that sort. There is the Albergo dei Poveri at Naples, and the same at Genoa.

6142. Then they have no apprehension that a good system of industrial education will tend to the increase of crime amongst the people?—Certainly not.

Lunæ, 21° die Martii, 1836.

MEMBERS PRESENT.

Mr. Thomas Wyse.	Mr. Mackinnon.
Mr. French.	Sir P. Musgrave.
Mr. O'Brien.	Mr. J. M. O'Connell.

MR. THOMAS WYSE, IN THE CHAIR.

Baldwin Francis Duppa, Esq., Barrister at Law, called in; and Examined.

6143. *Chairman.*] HAVE you had opportunities of attending to the working of education both in this country and abroad?—I have visited the schools of M. De Fellenberg in Switzerland, and also several other schools in that country, and, as a member of the committee of management, I have assisted in directing one school here, and have assisted in organising another for a friend.

Baldwin F. Duppa, Esq.

21 March 1836.

6144. To what branch of education have you principally directed your attention?—The education of the peasantry, and the application of labour out of doors to the education of the lower class of the population.

6145. That department of education is principally conducted in what is technically termed Agricultural schools, is it not?—Yes.

6146. Not excluding, however, the application of agricultural industry to schools of a more general nature?—No.

1647. What are the features in general of an Agricultural school?—Labour out of doors for a considerable portion of the day, remuneration for all the labour that is performed, possession of gardens for which a rent is paid, employment in mechanical labour, religious and moral instruction, drawing, singing, reading and writing.

6148. Are those branches of instruction applicable to all the schools, or to a school strictly termed Agricultural?—I think that they are applicable in a measure to almost all schools in villages, in small towns and large towns.

6149. What period, in the schools you have visited, is generally given to instruction, and what to labour out of doors?—At M. De Fellenberg's as much as eight hours a day was given to labour, and three to instruction; early in the morning, in the middle of the day, and in the evening, an hour at each time. It was found that owing to the alteration the boys in that short time gained a quantity of knowledge which is rarely if ever obtained in other schools.

6150. That varied, of course, according to the season of the year; in winter there was a shorter period allotted to labour, and a greater period to instruction?—Yes.

6151. In winter, when prevented by the inclemency of the seasons from labour out of doors, how were the pupils employed indoors?—In mechanical labour, such

Baldwin F. Duppa, Esq.

21 March 1836.

as carpentery; at Hackney-wick they make some of their shoes and clothes, and matters of that sort.

6152. Have they rooms specially dedicated or applied to that purpose in all those institutions?—At the two schools I am best acquainted with they have.

6153. In Switzerland have you found that to be the usual practice?—Yes.

6154. Are they allowed to apply themselves to any description of labour they may choose, or are they confined to some determined branch, under the direction of the teachers specifically employed for that purpose?—At Ealing a carpenter is paid to instruct the children in carpentering, and a shoemaker to teach them to make shoes, or to mend shoes rather than to make them.

6155. Their out-door labour is conducted under a teacher?—Under a gardener. A great difficulty has been experienced in combining the gardener and the schoolmaster in the same individual. It is not an easy matter to find persons who are qualified to take both departments, though it would be very desirable so to do.

6156. Employing one teacher for in-door instruction and another for labour, you conceive to be a disadvantage?—I think it would be a great advantage to have them both in one person, if possible; at M. De Fellenberg's school, Vergli, who was the master, superintended both departments, and he took as much interest in the out-door department as in the in-door.

6157. What are the peculiar advantages resulting from entrusting the two departments to one person?—Such a master would make the in-door instruction tell upon that which is done without; that theory and practice would go to the same point.

6158. Was much difficulty experienced in Switzerland in providing teachers who could perform both these duties?—The very greatest. M. De Fellenberg had three masters, one after another, before he could get one person; and, since Vergli has left him, he has been obliged to separate the two offices. He finds it impossible to get a competent person for the two departments.

6159. Then it could scarcely be hoped, in the large number of elementary schools which this country requires, that you could find teachers sufficiently well qualified for both duties?—No doubt this would be a great difficulty. It would be necessary that masters should be previously educated for that purpose.

6160. In teaching labour out of doors do the masters pursue a regular series of instructions, or is it left entirely to the discretion of the teacher what portions to select?—At Ealing the children cultivate gardens for their own advantage, and they likewise are employed for the institution itself; the plan which they pursue is directed by the discretion of the master.

6161. Is it accompanied by theoretical agricultural instruction in-doors?—As far as the master is competent to give it; but we find it difficult to get a master competent to give that instruction.

6162. Do all the pupils work under the eye of the master, or is mutual instruction applied, either in Switzerland or in England, to carrying on the out-door labour?—They are both in Switzerland and in England divided into bands.

6163. Does not that in a great degree contribute to lighten the labour of the master, and render it, if carried to a considerable extent, easy to obviate the difficulties which you have mentioned?—Certainly.

6164. How many boys generally work in a band?—That will depend upon the nature of the labour they perform. At Ealing, within doors, the children have laid the pavement of the school; they have built up some partition walls that were wanted, and have lathed the roof. The school was left purposely in a rough state that they might reduce it to a state of order by their own exertions; and they have done so to a very considerable extent. Of course the number of boys who are working in a band must depend upon the nature of the work which they perform.

6165. The facility of the work also must depend upon the early age at which they commence labour?—Yes, no doubt.

6166. In Switzerland is it not usual to begin at an early age?—Yes; the arrangement that M. De Fellenberg makes is as follows: The children enter at an early age, and remain in till 21, in order that their work may repay him before they leave.

6167. In order to carry that into effect, M. De Fellenberg has established a younger colony at Maykirch, has he not?—Yes.

6168. Is it working well?—It was working exceedingly well when I saw it; and

637

and from M. De Fellenberg's son I have, within the last few months, understood that it does still.

Baldwin F. Duppa, Esq.

21 March 1836.

6169. Has it been found that the boys who commenced their education at Maykirch generally afterwards went to the greater school?—Yes, they always do.

6170. M. De Fellenberg had great advantages in the establishment of Maykirch from situation, would it not be less easy to establish such colonies in England?—The children there were purposely placed in a situation where they had difficulties to encounter, in order that the reflection and energy necessary for overcoming them might be called forth. The plan has been to a certain extent similar to that of Maykirch. Everything was not reduced into order at once; but the children were required to effect it, and they are gradually doing so.

6171. Were the children occupied in the more laborious branches of agriculture, such as ploughing, wood-cutting, &c.?—When I was at Hofwyl it was during the harvest, and they were getting it in; there were very few labourers there besides the boys, and they cultivate the farm around the institution, which is of considerable extent.

6172. Are they sufficiently strong for that?—At Hofwyl there are youths varying in age from childhood to manhood; so that there are to be found among them persons fit for every description of labour.

6173. Did you find that they engaged in these occupations with alacrity?—With the greatest delight both in Switzerland and in this country. At Hackney-wick we have boys who are brought from the back streets of St. Giles's parish, in fact from the worst parts of London, who, after they have been employed for a few months in the cultivation of the soil and mechanical labour, become in a few months so changed in character as would scarcely be believed. We have had from 600 to 700 pass through the school during the last four years, who most of them have since been apprenticed in the colonies. We have not heard of any being brought before the local authorities; the best accounts have been returned to us by our colonial committees.

6174. You have mentioned that one of the features of the Agricultural schools in Switzerland is, that whatever labour is undertaken the boy is remunerated for it; what amount of remuneration does he receive; does he receive the whole amount of the value of the article, or a certain portion only?—At Hofwyl the payment of labour has not taken place to the same extent it has in the school that I am acquainted with here. The children there are boarded, and consequently the board is placed against part of their labour; but in this country it has been made a point of paying the children for every portion of the labour which they perform; from their gardens they receive the profit for the labour which they perform for the institution; the object of this is to give them a knowledge of the value of property, and the right of property, which I conceive the poor laws had in a great measure destroyed.

6175. In order to carry that principle out further, you have also given them small gardens?—Yes.

6176. Do they pay a rent for those gardens?—Yes.

6177. Is that rent regularly paid?—Yes; they have from the 32d to the 16th of an acre each boy; and one boy last year earned 1 *l.* 18 *s.* 10 *d.* from the 16th of an acre of land, after paying the rent, the seed, and the manure of the land; another earned 1 *l.* 4 *s.*, and others earned smaller sums. That was in the first year that the system had been tried.

6178. Is there much rivalry among them in improving their respective portions?—I cannot speak to that point; the school has been too short a time established for all the boys to understand the management of their gardens, but they all appear delighted with the system, and comprehend it to a greater extent than could be expected.

6179. Does this passion which you have described them as having for agricultural employment interfere with their intellectual occupations?—No; on the contrary it promotes it, inasmuch as the intellectual instruction is made to tell upon the agricultural.

6180. Is there a preference given to out-door labour over mechanical labour within doors?—Yes, I think there is; they work at carpentering and other mechanical labour within doors with great zeal.

6181. Does the occupation contribute much to religious and moral instruction?—Yes, I think it does very materially.

6182. Is Drawing made an integral part of the course of instruction?—Yes.

6183. Does

Baldwin F. Duppa, Esq.

21 March 1836.

6183. Does every boy learn it?—Yes. In Switzerland it is made a very main feature of education, and it is considered to be of very great value in fixing the attention of children, in accustoming them to pause upon objects, and to retain their figures; the eye travels too rapidly over objects; drawing renders more observation necessary.

6184. In the Pestolozzian system, of which De Fellenberg's is of course an application, Drawing was used as a mode of giving precision in measuring; is it applied to such purposes in his institution?—Yes; De Fellenberg would, for instance, require a boy to guess the length of a table, or some other object, and make him measure it afterwards to test the accuracy of his guess; he would also form an angle with an inclined stick, and make a boy guess the degree of the angle, testing his accuracy afterwards by mensuration. The accuracy of eye which the children obtained by exercises of this description was very surprising.

6185. Was that owing to any particular organization in the particular pupil, or was it common to the great body of the school?—I found it in Maykirch, where the boys were very young indeed; the boys guessed one after another with a precision which was extraordinary, considering the age of the children.

6186. What was their age?—Eight or nine.

6187. Have you found in English schools that there is much inclination to drawing?—Yes, the boys like it very much; and there are some who, though they have learnt to draw but a short time, draw with considerable accuracy.

6188. You confine yourself to what is called stereography, drawing lines from solids?—Yes.

6189. Do the pupils colour?—No.

6190. Or shade?—Not yet.

6191. Singing is universal in Swiss and German education; have you applied it in this country?—Yes.

6192. With what success?—Very well indeed; the children sing by notes. Their singing is not confined entirely to hymns and religious songs; they have likewise other songs of a cheerful nature, which they have been taught to sing.

6193. Do you require that they should sing at stated periods; are regular lessons given?—Yes.

6194. Do they begin their occupations or close them with singing?—Yes, they do.

6195. It has been generally supposed the English have not much taste for music; is that observation founded on experience?—De Fellenberg complains of the want of it in English boys.

6196. To what cause does he ascribe it?—I do not know; he complains that he has greater difficulty in teaching them music than he has in teaching boys of other nations.

6197. Has much difficulty been experienced in the school you speak of in inducing the boys to study singing?—No, I do not think that there has been; as far as I can judge, they sing with much spirit, and the mixing it up with their duties has a good effect.

6198. Is experimental music taught?—No.

6199. How much of the day is given to intellectual instruction in Switzerland?—In Switzerland three hours a day is given to intellectual instruction, and the rest of it to labour.

6200. What period to sleep and to meals?—I think that there is half an hour given to dinner, and about the same time to breakfast. I cannot speak to the number of hours for sleep. At Ealing, the founder was afraid of going too much against the prejudices of the peasantry; for they think that if their children are sent to school they ought to be entirely employed in learning to read and write; and that if you employ them in labour you are depriving them of education; so that the founder found it necessary in a certain degree to yield to that prejudice, and to reverse the order which would otherwise have been adopted; so that, in fact, more time is given at Ealing to intellectual occupation than to industry.

6201. What portion of time do you give?—They give four hours a day to labour, and the rest to instruction. I wish to state that the school at Hackney-wick and the school at Ealing have distinct characteristic features; one is a boarding school, and the other is a day school; in the one they have not remuneration, in the other they have.

6202. What course do you adopt in teaching reading and writing in these schools?—The system adopted is partly that of the British and Foreign School, partly

639

partly that of the National; but whatever has been thought to be good has been adopted, without reference to the originators of it.

6203. Do use Mutual instruction?—Yes.

6204. Do you find it answer?—Yes.

6205. Do you give religious instruction every day?—They have prayers every morning, and the children of all sects have attended; of late, however, the Roman-catholics have not attended prayers in the morning. At Ealing, the Roman-catholics come after the prayers; but at Hackney-wick all join in prayer together.

6206. How do you keep up the discipline of these schools?—There is no flogging, even at Hackney-wick. This is a strong case: many of the boys there have been vagrants, and some have committed crimes; there are about 150 there at this present moment. A blow has never been struck since the establishment of the school.

6207. Mr. *French.*] What is your system of punishment?—Solitary confinement; and in the reports, which are weekly made to the committee of management, we seldom find more than one or two who require it. Constant and varied employment does not leave time for mischief.

6208. What is the species of confinement?—Being put into a dark place.

6209. For what length of time?—Three or four hours; it varies, but it never exceeds a day.

6210. *Chairman.*] What do you consider to be the advantages of the agricultural system over the usual system of elementary instruction in those countries?—I think that they are as follows: the children can remain longer in the school under the present system; for it is found in the agricultural districts that the parents are desirous, in consequence of wanting the profit of their children's labour, to take them away at an early period; but as they earn money in these agricultural schools, both in their own gardens and for the institution, that difficulty would be in a great measure overcome. In order, however, for that to be the case, the children, I think, must be profitably employed for the larger portion of the day.

6211. You think that De Fellenberg's system should be introduced in its original form in this country, in order to be operative?—Yes.

6212. Mr. *French.*] Have many children gone to service from these schools?—From Hackney-wick they have; there are 455 apprenticed out.

6213. Have any of them taken land as farmers?—They are apprenticed in the colonies; but the school has been established for too short a time for any of the children there educated to be in business for themselves.

6214. You cannot say whether the effect of that system of education is to create a superior description of farmers or small holders?—I anticipate that result; but we have not had opportunity of observing it yet.

6215. *Chairman.*] What other advantages are there attending these schools?—The habit of patient industry which the children acquire.

6216. Has that been evinced within your own experience here, as well as abroad?—Decidedly; a knowledge of the value of labour is another advantage, and in this country that has been an object of very great importance, because knowledge of the value of labour has been much undermined by the operation of the old poor law; I have observed this in my own country.

6217. Will you detail to the Committee what are the contrasts between the results produced by this system, and by the poor law system, with respect to the value of labour?—I am a magistrate for the county of Kent, and I can speak to the knowledge of the value of labour, and the right to property being, before the late Poor Law Act, almost entirely destroyed in some districts; I gave out two allotments of land about five years ago, and advanced the money for cows and pigs to one of the tenants; this man in the first instance let his pig out of the stye, because it was too much trouble to take care of it; but he is now much changed; has been off the parish book for several years, and there may be now seen at his cottage plenty of butter and milk, and pigs, and other matters indicative of comfort; a child born since, is much healthier and stouter than his brothers and sisters, in fact the whole man, both physically and morally, has been improved. The Labourers' Friend Society has collected fact upon fact demonstrative of the value of the allotment system.

6218. From the operation of the new law?—Yes; or rather the allotment system hand in hand with that. The rule to be observed with regard to letting land to the labourer is, I think, not to allow it to be in such a quantity as would

Baldwin F. Duppa, Esq.

21 March 1836.

trench on his daily labour, and to let it him at the same rate as to the farmer; and he must besides have money lent him to start with, besides other occasional assistance at first; but money must be lent, not given, to do good.

6219. The Agricultural school is in analogy with this allotment system?—Yes; I think that hopes may reasonably be entertained, with confidence, that it will be the means of enabling the man with his allotment to turn it to greater benefit.

6220. Have you observed amongst the boys educated in these schools a great regard for the value of labour?—Yes, at M. de Fellenberg's it was so.

6221. Have you produced strict regard to the rights of property?—Yes.

6222. Do any instances occur to you in this country, or in Switzerland, in proof of that statement?—M. de Fellenberg spoke of this as a benefit arising from it; and I think it evident, from the reason of the thing. The child, from the possession of property, learns the value of it, and the nature of his own right to it; any infringement upon it he would not only be jealous of, but prepared to resist. The rights of others being similar to his own, he would learn how rightly to appreciate them also; and would be likely not only to avoid committing aggression himself, but join in resisting the aggression of others.

6223. Has it been found from experience that the system has contributed to banish theft?—I have not heard of any instances of theft.

6224. Is not the argument you have stated an appeal rather to a selfish principle of human nature, than to a moral feeling?—The Almighty has given us all a variety of motives to actuate us, and I do not think that that is an improper motive; selfishness, in the ordinary and narrow meaning of the word, is in fact anything but a consulting of our real and best interests. I do not know how morality can be distinguished from our real and best self interest.

6225. Have you observed the want of liberality or generosity on the part of the boys to each other?—I have not, and I think the system will act in the contrary manner; the little gardens cannot be advantageously managed without borrowing, lending, exchanging and assisting each other. The interchange of mutual good offices will be necessary; the spirit of co-operation must exist, and they will learn from it not only the existence of a natural dependence of one man upon another, but its humanizing effects upon society; and although that be selfish, still I do not think that it will be selfish in a narrow or injurious point of view.

6226. Is the spirit of co-operation observable; do they carry on their labour together?—Very much so.

6227. What other advantages can you state to the Committee to result from these schools?—The children are brought into contact with each other, much in the same manner as they are in after-life, the consequence of which is the existence of a number of moral duties that otherwise would not have a place in the schools at all; which, as education should regard the whole being, moral, intellectual, and physical, is of great importance. It is our object to give the habit of right thinking and right acting, on as many important points as possible.

6228. Has not the system also the effect of teaching each to understand his own powers, and to measure them with those of others?—Yes, and measuring it also with external nature. The knowledge acquired at schools of this description increases the individual's command over the comforts of life, by enabling him to supply by his ingenuity many things which he could not purchase by any economy of his wages. To be able to repair a chair, to put up a cupboard, are very useful accomplishments to any person; but to a cottager much practical skill is absolutely necessary, as he cannot send several miles for a carpenter to do those things for him; besides, how can he turn a long winter's evening to greater advantage? but to do these things he must learn how to do them.

6229. The De Fellenberg school has been in operation for many years?—For 36 years.

6230. What has been his experience with reference to some of the statements you have made?—In consequence of those boys being educated in a superior manner to the rest of the inhabitants of the country, he has found that they have obtained situations more readily than others; that persons have been anxious to take them as bailiffs, superior servants, and even schoolmasters; so that it has not had, as yet, the effect of improving the peasantry generally, because by this they have been taken out of that class of peasantry; but that would not be the case if the plan were more generally adopted; good education would cease to be a distinction as it is now.

6231. Has

6231. Has De Fellenberg found that this has produced a spirit of self-sufficiency or of vanity on the part of pupils?—No, not at all; in fact real knowledge never produces vanity. The anxiety of a person who has a thirst for knowledge is rather to acquire more than to display what he has got.

6232. Has it given them a distate for labour?—No, just the contrary.

6233. Has it given them a distate for intellectual instruction, or impeded in any way the acquisition of knowledge?—No; on the contrary, they take a great delight in it; at M. de Fellenberg's they are taught to examine the various objects of nature in the neighbourhood. The herbs, the trees, the animals, not indeed scientifically, but so that they may learn to recognise them by their parts, as by the root, the bark, the seed, or the flower; in what localities they may find any particular natural production, as on the bank of a river, the top of a mountain; the purposes for which they are principally useful, as for food or for medicine; there is a museum attached to the school, in which the various objects collected by the boys are arranged with reference to their distinctions.

6234. Are there libraries attached to your schools?—Yes, at Ealing they have the library that was published by the Kildare-street Society in Ireland; a very good collection of books.

6235. Have they libraries or books applicable to their own peculiar situation?—We have great difficulty in procuring such books for them.

6236. Are you acquainted with the educational series now publishing by Mr. Chambers?—No.

6237. Or the educational series of Quetelet publishing at Brussels?—No.

6238. Mr. *French.*] Are there museums attached to the schools?—No, we have not got any museums.

6239. *Chairman.*] Would it not be easy to establish a museum such as De Fellenberg's?—It has been in contemplation, but too much cannot be attempted at once; the system being new, the master would probably become confused, and do nothing well.

6240. Has De Fellenberg found the boys willing to contribute to such collections?—Yes, the boys go themselves on the Sunday's to procure specimens on the mountains, forests, and on the borders of the lakes. The arrangement of the museum is the most ingenious and practically useful of any I ever saw; there is a plan of the museum in a little work which I published upon my return from Switzerland, a copy of which I beg the Committee will do me the favour to accept.

6241. Has the Agricultural system been found to assist moral training as well as intellectual?—The moral training, no doubt of it. The variety of circumstances in which they are placed, gives rise to a number of duties which have not existence in other schools, and consequently facilitates moral instruction and the formation of moral habits. Precept with regard to what we have no opportunity of practically exercising ourselves in has little effect upon character. The disappointments which now so often occur as to the effects of education, would be rendered less frequent if the science of the human mind were more generally and accurately studied; great effects from inadequate causes would not then be expected.

6242. In what way has it most operated upon the moral habits?—It forms industrious habits, gives a knowledge of the value of property, and consequently foresight and prudence; it inspires good-will to one another, from the circumstance of their labouring together, and performing the various kindly duties which mutual assistance renders necessary.

6243. Has it awakened in any considerable degree their intellectual and moral faculties?—I think so, in a manner that I never saw anywhere else.

6244. One of the difficulties with which the teacher has to contend in English schools, is a certain degree of apathy and sluggishness among the children?—That is entirely got rid of in these schools, there is no such thing as sluggishness.

6245. The variety of occupation during the day has been found to stimulate the energies of the pupil?—Yes, that has been found at Hackney-wick, where the children remain only from a few months to a year. Never having been into the country before, and coming out of St. Giles's, the school is a new life to them; a life full of pleasure they could previously form no conception of amid the vice and dirt of their native garrets. The varied and healthful employment, the watching the growth of external nature, the grateful manner in which the scents and colours affects the senses, and above all the cheerful associates with a

Baldwin F. Duppa, Esq.

21 March 1836.

number of boys of their own age, causes them to become in a few weeks new beings, beings with a moral existence for the first time.

6246. Has it been found to counteract that recklessness of character which frequently prevails among children?—It has been found to do so. I should like to mention one circumstance: Mr. Smith, of Southam, has let allotments of land to a number of children who were before playing about in the streets; and he found that the doing so had an extraordinary effect upon them, without any school at all, in inducing habits of care, industry and fore-thought.

6247. Do you consider that it would be an effective check upon many of the vices and moral evils that afflict our manufacturing districts?—I think it would in a peculiar manner. In the manufacturing districts, the human being is principally injured from the circumstance of his being converted into a mere machine, performing the same unvarying operation day after day, week after week, and month after month. The effect of this system would be to take him out of that monotony, and give him some refreshing occupation when his manufacturing work was over, which would cause him pleasure and employ his intellect upon a variety of objects; this would, I think, have a very beneficial effect both upon the intellectual, moral and physical powers. I saw a manufactory in Switzerland, in the canton of Glarus, in the valley of the Linthe, a cotton manufactory I think it was, the manufacturers had allotments of land around the manufactory. I conversed with several of them, who appeared to take great delight in cultivating the allotments of an evening; and I make no doubt that similar arrangements would have a very beneficial effect in this country.

6248. Do you think that it would be practicable to combine with our manufacturing system an agricultural system?—If you could get land. In Manchester and the large manufacturing towns it would be impossible, but in the instance of manufactories where there is land adjoining, it would be not only beneficial but practicable.

6249. In a country like Ireland, where manufactories are rather commencing than securely established, would you think it practicable to introduce that system?—I am not acquainted with Ireland myself, but I think that wherever the manufactories are sufficiently insulated to allow of it, it would be attended with the greatest benefit, not only to the labourers, but also to the masters, because the men who were once located there would have a homested, and would feel an attachment to the spot, which persons up in a third story in a garret can scarcely have; at present the men have few associations to dissolve, few links to tear asunder, and therefore they are what they are. For moral feelings to exist, the circumstances which render the exercise of morality constant must also be in existence.

6250. That system was tried by Mr. Owen?—I am not acquainted with the details of Mr. Owen's plan. Another benefit from the adoption of such a practice as I have mentioned would be to render the manufactories less unhealthy, because if the workmen cculd get out and work in this manner of an evening or early in the morning, it would counteract the evil to their health which arises from the heat and constrained positions their bodies are often obliged to be in in the manufactories.

6251. What do you think would be the result among the population?—I think that it would materially assist in solving the very important and deep moral problem that we have at this moment in our manufacturing districts, as to the future effects upon the country by making them a more solid and stable portion of the population than they are.

6252. What do you consider would be the political effects of such a system, combining sound agricultural practice with intellectual instruction?—I think that it would tend to raise the moral and intellectual character of the population, and of course as you raise that, so will you give stability and value to our political institutions; it would make them appreciate what was good, and consequently desirous of doing that which was right.

6253. It would give a steadiness to their political conduct and opinions?—Whatever makes a person a better and happier man, must also make him a better citizen.

6254. With what agricultural schools are you principally acquainted?—M. De Fellenberg's I have visited; Madame De Vernet Pictêt I have seen all the accounts of. Upon the subject of another school in Geneva, I have received details; I forget the name; the school in the valley of the Linthe, in the canton of Glarus.

Glarus. I visited the school at Altorf; and that of the Prince de Chimay, on the Loire, I have not seen, but I have heard accounts of.

6255. This last is a very large establishment?—Very large indeed.

6256. What other school in France?—I am not personally acquainted with Rennes, but there is one there. Mr. Smith, in Warwickshire, has allotments of land, let out to boys with a very beneficial effect indeed; there is a Mr. Smith in Buckinghamshire; but the two schools that I am most acquainted with are at Hackney-wick and Ealing. I am one of the Committee of Management of the one, and have assisted the benevolent founder in organizing the other.

6257. In which of the schools are you on the Committee of Management?—Hackney-wick; the boy's school of the Children's Friend Society.

6258. The school is a Reform school?—Yes; but it shows in a striking manner the effect of the agricultural system, upon children who have been brought up in towns.

6259. What is the number of children in Hackney-wick school?—They vary from 100 to 150; as they become fit for emigration, and as we obtain information that the colony is ready to receive them, we send them out.

6260. What are the conditions of admission?—Upon payment of 12 *l.* 10 *s.*; we receive any children between the ages of 10 and 14; we restrict the age of admission to 14, because we find the chance of moral improvement is inverse with the number of years; as children approach the age of adolescence the capability of reform is rendered less and less probable. This is an important fact which all who are concerned in education would do well to consider. A master cannot reasonably expect to do good to a bad boy at this period of life, at all to counterbalance the contamination which would probably be inflicted on his school.

6261. Do you separate them entirely from their former habits, and from their parents?—Completely; the parents visit them in the school in the presence of the master, but they do not go away from the school.

6262. Is the discipline severe?—No, the mildest; the children are delighted with the school.

6263. Though they pass from the greatest depths of vice and immorality?—Yes; I would answer for it that there is not a better conducted school in the country, and where the children appear more happy, and in better moral condition altogether.

6264. Is it conducted on the De Fellenberg system throughout?—Not entirely.

6265. What diversities are there of occupation?—Labour out of doors, mechanical labour in-doors, and literary and moral instruction; but they have no property; they are not paid for their labour.

6266. What is the reason for making that distinction?—Because we cannot afford it; we support them entirely, and receive them for a small sum of money. Some of the elder boys, however, have lately had gardens, in order to bring that to bear, for which they pay rent.

6267. Are these gardens given in the way of reward?—Yes; the boys of the most approved moral conduct have them.

6268. What is the age of the eldest boys?—Fourteen.

6269. After that age are they obliged to quit the school?—They quit when they are in the highest class for moral conduct; we do not fix any particular period; they remain there from three months to 12 months.

6270. Are they allowed to go home for short intervals or vacation?—Never for a vacation; and not at all unless the master approves of their so doing; he is guided on this point by his opinion of the character of the parents.

6271. Is any examination into the habits or instruction, or other qualifications required, before they are introduced?—No; we even receive a child who has been taken up for an offence; the only qualification is age; our experience enables us to anticipate with confidence that if they are below a certain age, we can reclaim them by placing them under good influences.

6272. On leaving the school are they returned to their parents?—They are generally apprenticed in the colonies, in the Cape of Good Hope, and Canada; we have some in the other colonies, Swan River, Mauritius; but the greatest number are gone to the Cape of Good Hope.

6273. Is any objection made on the part of the children or the parents to that emigration?—The children are always delighted to go; but the parents sometimes object, and then of course they are not permitted to go.

Baldwin F. Duppa, Esq.

21 March 1836.

6274. Has it been found that the vice of any of those children has injuriously affected the moral habits of the school?—No.

6275. The vice of the individual has rather yielded to the beneficial moral influence of the school?—Yes.

6276. How many Teachers have you?—Two.

6277. Are the children under strict surveillance?—They are never left alone, night or day.

6278. Do the Teachers mix much with the boys?—Yes.

6279. Are they on familiar terms with them?—Very much so; the children perform everything themselves; they make their beds.

6280. Do the children show much confidence in their teachers?—Yes, there is a very good spirit pervading the school; and on going away the boys very often make presents to the master as tokens of gratitude and regard.

6281. Even those children who have been remarkable previously for their vices?—Yes; some of the best are those who have committed crimes.

6282. How long has the institution been in existence?—I think five years.

6283. What number of children have you sent forth?—Four hundred and fifty-six boys, and 68 girls, have been apprenticed in the colonies, and 835 boys and 168 girls have been admitted.

6284. Do the Teachers keep an exact account of the habits and improvements of the children?—Yes, the committee has an account of each child brought in once every week, which is always kept, and we endeavour to procure information after the children leave the country; those accounts have, for the most part, been very satisfactory.

6285. You stated that corporal punishment was not used even in this school?—No, no blow of any sort is given.

6286. None to the most vicious?—No; a few children have run away, but no blow has been given; we employ solitary confinement.

6287. Is admonition often used?—Yes; but placing a boy who needs correction to work in a band with those in whom the master has confidence, has the greatest effect; no boy likes to have the bad opinion of his associates, however much he may disregard that of the master.

6288. Have the boys much influence upon each other?—The greatest; from the reason of the thing, we do not regard the approbation and disapprobation of those with whom we do not live, but of those with whom we are in the habit of associating, and so it is with children. This is an important political consideration, and evinces the necessity of a high tone of morals among the lower classes of society. Public opinion pervading the rest of society does not affect a man unless it pervades also the class he associates with.

6289. Is it found that the advice of the Teacher and of the boys is sufficient to control the vice of those children?—I will not say that it is admonition or words that effects the change, but the pleasure which they derive from doing what is right, the want of countenance which wrong meets with in the school, and from the absence of their old inducements to do what they ought not.

6290. In fact, then, there is a very wholesome public opinion existing and upheld in the school?—Yes.

6291. Is it made to bear upon the education of the children?—Yes; I lay great stress upon this school, because I think that it is one of the strongest instances that can be adduced of the value of the agricultural system; and I think the fact of its being found effective, under the disadvantageous circumstances under which it has been tried in this instance, is a strong argument for its value if generally adopted.

6292. Do you think a series of these schools, established in those districts where vice is supposed most to prevail, would materially contribute to correct those evil tendencies?—No doubt of it; a child who has been in the habit of deriving his pleasure from circumstances of a wrong description, when you give him an opportunity of deriving pleasure of a higher and a nobler source, will not be long in so doing, unless he be past the age at which experience forbids us to anticipate so favourable a result.

6293. You are aware that results quite similar have been produced by Pestalozzi's school, De Fellenberg's, the Pére Girards, and the Reform Schools in Prussia?—Yes; but I think that there cannot be a stronger instance than the school at Hackney-wick.

6294. The

6294. The objection to these schools has been the difficulty of their application to different portions of the country; do you think that objection well-founded?—I do in large towns, but I think that the system is applicable in some measure to every place; even to those in the villages there is very little difficulty if a small portion of land were to be attached to any school now in existence; without interfering with the plan there pursued, many important advantages of an agricultural school might be obtained; although the master would not for some time thoroughly comprehend all the bearings and advantages of the addition at first, he would gradually obtain a view of them; and if a Normal school were established in each county, the various district schoolmasters might visit it once in the year, and upon returning bring back new ideas to his own school, and a better practice. This is what is actually done in Switzerland by M. De Fellenberg, who invites the schoolmasters in his own canton to visit his school for a certain portion of the year; they come there and see a better practice established than they have themselves, and a system that they gradually adopt and conform themselves to. While this is effecting with the old schoolmasters, a new and better instructed class of schoolmasters would be gradually rising up to succeed them; and a good system might be gradually and certainly established within a limited period.

6295. What you have mentioned with reference to De Fellenberg's system has been enforced by law in the new code of Zurich, has it not?—I cannot speak to the fact.

6296. The great difficulty you have had to contend with in this country has been the deficiency of proper masters?—Yes.

6297. Did you find much difficulty in obtaining masters for the Hackney-wick school?—We have been very fortunate in obtaining a most admirable master for that school.

6298. How was he educated?—He had been a soldier; and the habits of order which he brought with him have proved highly serviceable. The second master is likewise a very intelligent person; he is desirous of going abroad. I trust, however, that he will remain and become the master of an agricultural school in this country; for which situation he is well qualified.

6299. Is there any school of a similar description to that of Hackney-wick?—There is one of a similar description for girls at Chiswick, under the direction of a committee of ladies.

6300. What has been the result produced by that school?—We have found, as may easily be conceived, that there does not exist the same spirit for emigration among girls as among the boys.

6301. Have the moral and intellectual results been equally striking?—Yes, as a general rule they have, but not without exceptions.

6302. What class of girls have you taken in?—In many instances the class from the streets.

6303. The lowest class?—The lowest class; but a woman who is corrupted seems to undergo a more thorough demoralization than a man does. A man who has once quitted the path of right seems to have a greater power of recovery than a female has; and it has been found that, in the instance of female children, any vice that may have crept in among them is more difficult to eradicate than from among the boys. Female children of the lowest order in London are often tainted with depravity at an age which it is scarcely possible to believe, and horrible to think of, and which, with the most judicious treatment, there is great difficulty in overcoming.

6304. At a very early age?—Yes.

6305. Have you found that ardent spirits is prevalent among the girls as well as indulgence in the boys?—I cannot speak to the fact.

6306. Have you found it more difficult to teach the girls than the boys; are their intellects equally awakened?—Such has, I believe, been found to be the case; but the school is under the direction of the ladies' committee.

6307. What teacher have you for the girls?—We have a very excellent matron, a Scotch woman.

6308. How many teachers have you?—The matron has a daughter, who assists her. I do not know the number of girls we have there, but I think there are 60 or 80.

6309. What are the usual occupations of these children?—Household work.

6310. Are they taught every description of household service?—Yes.

6311. Do you find much difficulty in conveying this instruction?—No, I believe

Baldwin F. Duppa, Esq.

21 March 1836.

believe not; but I am not so capable of speaking with regard to the girls as with regard to the boys, as they are under the direction of a committee of ladies.

6312. Are you aware how many have been sent out?—We have not sent so many girls as boys.

6313. Have you observed the influence of those children upon their parents; have they tended to raise the morality of their own homes?—I cannot say; I think you would find that more the case in country districts than in London.

6314. How is religious instruction managed in these schools, being composed, as you state, of various sects?—They have prayer altogether at the Ealing school; and on a Sunday those of the church of England receive instruction from the master, and the others from their own ministers. The great object is to create a habit of reverence and gratitude to the Supreme Being, unmixed with an uncharitable interpretation of the opinions of others; the kneeling together before the same Creator was considered likely to have this effect, and to soften very much the bitterness of sectarian difference.

6315. Has that result been observed to follow?—It cannot be said to have an existence among the boys, but we trust it would prevent its arising.

6316. A controversial spirit is not observable among the boys?—They seem to form one body, and I have not observed any disputes arising.

6317. Do you see any difficulty in applying the principles reduced to practice in these schools to others?—No, none at all; and the details given in evidence of the English Education Committee tended to show that it may be very well adopted.

6318. Do you not think that religious instruction, given at periodical times and out of school hours, is as good and in every way as influential upon the conduct of the individual as if given every day by the master?—I think that a great deal of religious education may be given which does not touch upon the points of difference. There are so many points of resemblance, that it is a pity not to keep to them.

6319. How is scriptural instruction given; do the pupils read the Bible?—Portions of it.

6320. Every day?—I believe at Ealing, now since the Roman-catholics have not attended, that they have read it before they came into the school of a morning.

6321. Are there not portions of the scriptures which may be equally read by both?—I believe such to be the case.

6322. Is not that the case at De Fellenberg's school?—Yes; he reads the prayers himself every evening to the children of all sects.

6323. The Swiss are as moral and as religious as other nations?—Yes.

6324. Has it any effect upon religious persuasion; have Protestants been known to become Roman-catholics?—I cannot say.

6325. Is any objection or dislike exhibited by the parents to this joint instruction of the children?—I never heard it mentioned.

6326. In England is it the case?—No; the difficulties have been entirely started by the higher class.

6327. What has been the expense of those schools?—The school at Hackney-wick, the boys cost 4*s*. 3 *d*. a week, masters included, and every expense.

6328. Do the boys themselves contribute, or their parents, any proportion of this expense?—None, except by their labour. At Ealing the boys pay 2 *d*. a week; that of course goes a considerable way, if there are 100 boys, towards the payment of the master's salary.

6329. What quantity of ground is annexed to each of these schools respectively?—At Hackney-wick they have seven acres of ground that they cultivate. At Ealing the boys have from the 32d to the 16th part of an acre each boy; and there is a considerable quantity of land that they cultivate for the institution. Their own gardens, are, however, in a more forward state than that belonging to the institution; it proceeds, perhaps, from the greater diligence with which they work at their own property than at that of others.

6330. In other parts of England is the same system, or anything analogous to it, in existence?—At Southern, allotments of land are let to the children by a Mr. Smith; and at Great Missenden Mr. Capper has been doing the same. In addition to this there are agricultural schools, to my knowledge, on the eve of being established in different parts of the kingdom.

6331. Would you recommend the addition of these Agricultural schools to institutions of a higher character?—Yes, it would be of the greatest benefit.

6332. You

647

Baldwin F. Duppa, Esq.

21 March 1836.

6332. You think that, to a certain degree, agricultural instruction may be made an accessary to even Academical instruction?—No doubt, by developing all the physical powers as well as the mental.

6333. Do you think that our higher classes would be inclined to take advantage of such institutions?—There are many English youths at M. de Fellenberg's; and others, to my knowledge, are going there. I have continual inquiries made to me respecting the institutions at Hofwyl. People begin to think our public school education is deficient, and that in essentials.

6334. Of what class?—The children of country gentlemen.

6335. How many English were in the De Fellenberg institution?—I think there were 30 educating there; I have known young men educated there with the best results.

6336. What have been those results?—Besides modern languages, drawing, music, physic, natural history, the development of the bodily powers and mechanical knowledge. The youths who have been educated there seem to have a deeper tone of morality, a more correct view of life, than the boys brought up at our schools.

6337. Do you find their intellects more developed?—Yes; they do not take the partial view that others do.

6338. Contrasting it with our Academical education in England, what would you say were the superior advantages of that system?—That of making the individual more acquainted with the forces and properties of external nature, and giving a habit of reflexion and foresight to a great extent. I think, however, that M. de Fellenberg does not cultivate the classics sufficiently; I should be very sorry that, in our desire to obtain other advantages, we should neglect the study of some of our best ethical teachers; for our progress in ethical science has been by no means equal to that in other departments.

6339. Do you think that there is any necessity for surrendering the study of the classics in order to adopt this system?—Not at all; but I have observed a leaning on the part of those who have been endeavouring to effect a reform in education, to think that learning the classics is a work of supererogation, but I am very far from holding that opinion.

6340. Mr. *O'Brien.*] You think it is possible to combine both in the course of education?—I do; languages are easily acquired in early youth.

6341. *Chairman.*] Do you think it would be judicious to delay a course of reading and writing till a later period?—I think it desirable not to push literary instruction at too early a period.

6342. Mr. *O'Brien.*] What period would you assign to the different branches of learning?—Foreign languages are attained very easily quite in childhood. Between seven and eight years old children will learn foreign languages with great facility.

6343. What would be the next study after eight or nine?—The languages might be obtained gradually; perhaps at 14 or 15 the physical sciences may be acquired.

6344. What period would you assign for classical education?—From 14 or 15, upwards.

6345. You do not think that it is a point of any importance to assign any one particular period rather than another for a particular part of study?—Yes, that which requires the greatest reflection should be taken the last; those that may be learned mechanically of course the first. A knowledge of the science of mind will enable the master to judge of the rotation in which studies should follow each other.

6346. Everything that relates to the observation of nature, and experiments elucidating nature, can therefore be acquired with advantage at an earlier age than such as require the process of reasoning?—No doubt; I think so. Children have a facility in observing; everything is new to them; and the great object appears to be, to take care that they observe distinctly and from clear ideas; their future character, intellectual and moral, much depends upon this. This appears also to be the age for learning words, the signs of ideas. Combination of ideas, to be done with effect, must necessarily be deferred until a stock of ideas is obtained; and all learning which supposes combination belongs to a later period.

6347. *Chairman.*] In a general system of education, do you see any difficulty, on the part of Government, attaching to all elementary schools, at least in the country districts, a certain portion of land for agricultural purposes?—Indeed I think it would be of the greatest advantage to all schools.

Baldwin F. Duppa, Esq.

21 March 1836

6348. Would you consider it a great national improvement?—Indeed I should.

6349. Unattended with any great expense?—I cannot understand what could cause the great expense of it; the land may be made to make a return by the labour of the children.

6350. Do you think it particularly applicable to an agricultural country like Ireland?—Yes.

6351. Where the habits of the people acquire a strong bias from their usual occupations?—I think that it would cure the recklessness with which the Irish peasant is charged.

6352. And you draw this conclusion from your actual experience of different states of society, in different countries?—Yes; and likewise from my practical knowledge of the value of the allotment system, of which I consider the agricultural schools as a part and parcel; I have seen the most beneficial effects produced from that system; persons who were most perfectly reckless before, have by its assistance become good members of society.

6353. Do you see anything in the peculiar constitution of the Irish character, or in the nature of its government, or in its present institutions, which would preclude the introduction of such a system universally?—From all I have heard or read of Ireland I conceive that the allotment system existing there has worked ill; but this I attribute, not to any defect in the Irish character, but to the vicious manner in which allotments have been made through the means of middlemen; for allotments to be of value, they should, I think, be let at a reasonable rent, and not be so much in quantity as to interfere with a labourer's daily work.

6354. Have you any of the reports of either of these institutions?—I will give them to the Committee.

The Rev. *Nicholas Wiseman*, D.D., called in; and further Examined.

Rev. *N. Wiseman*, D.D.

6355. THERE are several institutions of an academical character at Rome, destined for the education of strangers?—Several colleges of two classes, the one for complete foreigners, not Italians; the other for natives of Italy belonging to different states or provinces.

6356. Can you state what are the names and the numbers of those colleges?—There is a German college, an English college, a Scotch college, and an Irish college, besides the Propaganda, which at this moment contains in itself several other foreign colleges, as the Greek and the Maronite colleges.

6357. What are the number of pupils in each of these colleges?—The German college has about 40 students; the English contains generally from 20 to 26; the Irish college has about 50, and the Scotch college generally about 10.

6358. By whom were those several colleges founded?—They have been established in different ways. The German college was formerly an establishment of great celebrity. In the building they formerly occupied there are portraits of the persons that have been educated there, including electors and other persons of the highest rank in the empire. The origin of that I do not know precisely, but I believe it was founded by Pope Gregory XIII. At present, however, the college is completely under the superintendence of the Jesuits, and lodged in a portion of their house; their former college being that of the Apollinaire, which is now held by the Seminary. The English college may perhaps trace its origin beyond any existing establishment, inasmuch as there was formerly a Saxon school founded by King Ina, of which there are yet memorials about the city. The hospital of Santo Spirito, is called the Santo Spirito in Sassia, from its being upon the site of the Saxon school. The Saxon school seems to have been destroyed in the famous Incendio del Burgo, which is represented in one of the Camere de Raffael. The history of this school is rather lost sight of in the middle ages; but, however, upon the occasion of the first jubilee, an establishment was opened by a person of the name of John Shepherd, and his wife Alice, for the reception of English pilgrims, which became an extremely flourishing house, and of such consequence as later to be under the protection of the English Crown, as the King nominated its head. It continued in this form till the Reformation, when Gregory XIII., finding that naturally no more pilgrims came to Rome from England, and that in that form the establishment was of no use, and at the same time knowing that there were no means of educating the Catholic clergy of England, transferred the funds of the hospital to a new college, which he established, and which is the origin of the present college. We have in our archives all our documents back to 1180.

6359. What

6359. What is the nature of the foundation of the Scotch and Irish colleges?—Those were formed about the same period; but I think there was no previous national property existing in Rome, and consequently these establishments all sprung up after the Reformation.

6360. What are the endowments of these institutions at present?—There is a great difference. The German college, I believe, is very flourishing. The English college, over which I preside, has sufficient funds to maintain, with great comfort and respectability, the number of students that I mentioned. The Scotch college is considered rather poor than otherwise. The Irish college is a new establishment; for the Irish college which existed before the French revolution, and which was suppressed, as all the others were at the same period, was by no means in a flourishing state, but since it was re-established in another house by Dr. Blake, at present bishop of Dromore, it has become very extensive, and it appears very flourishing; a good deal of property is, I believe, vested in it.

6361. Are fees paid by the pupils?—None whatever; there are pensioners; but those upon the foundation of the college have their education perfectly gratuitous in every respect.

6362. Who have the right of presentation to these colleges; in what particular body or individual does it reside?—I believe they are managed in different ways; generally the Catholic bishops in the respective countries.

6363. For instance, in the English college?—The students are generally sent by the bishops from the respective colleges in England, a certain number from each.

6364. Mr. *O'Brien.*] For theological preparation entirely?—For philosophical and theological studies only. In the other colleges they take them young and educate them throughout; but in ours we receive none that have not already received their classical education.

6365. *Chairman.*] What is the course in the English college?—The students attend the public schools of the Seminary, and receive a complete course of philosophical and theological education there. They go through the usual public exercises, and take their degrees if they are fit. Besides that, they have professors at home; for instance, a professor of Italian and a professor of Mathematics; and they receive also a great deal of additional instruction in their philosophical studies from one of the resident superiors. They have also a course of theological lectures delivered in the house, more suited to their future wants in England than the usual academical course in Rome could be.

6366. You have stated that there are pensioners; do they pursue the same course?—Very nearly. If there be any other object in their education, they have also the means of pursuing such studies. For example, drawing and music are studied by a certain number in the establishment; besides that, it is of course matter of great interest to enable the student to take advantage of all the local means of information which are to be found in Rome, such as a knowledge of the arts and of archæology.

6367. What number of classes have you in the school?—As the course consists of six years, we have six classes; that is, the students of each year are attending different courses.

6368. Are the Humanities completed there?—Not in ours, but in the others they are.

6369. Then your course is six years of merely philosophical and theological instruction?—Yes.

6370. What course of philosophy is pursued in the English college?—The same that I mentioned as taught in the schools of the Seminary, every branch of mathematical learning and experimental philosophy, and a complete code of moral philosophy; and it is there that we endeavour to supply the deficiencies of the public schools, by having one of the superiors of the house to give a course of lectures upon the systems of philosophy that are more commonly known in England. For instance, the students make themselves thoroughly acquainted with the works of Reid, and Stewart, and Brown.

6371. You adopt then the philosophy of Locke principally, with the modifications of the Scotch schools?—That is what is principally taught. At the same time, in our college particularly, the modern languages are studied to a considerable extent.

6372. Do you give any information to the students respecting the systems now prevalent in Germany and in France?—To a certain extent we do. We try to make that part of education pretty complete by supplemental instruction; but in

Rev. *N. Wiseman*, D.D.

21 March 1836.

the public schools there is not so much attention paid to that portion of moral philosophy.

6373. What are the books usually read as text books in those classes?—The book used as a text book at the public schools is a very imperfect course; but there are several works which are in our students' hands, and which are very well known among the directors of the public schools in general, published within these few years in Italy, that lead to a very extensive acquaintance with the modern systems of Germany; for instance, a course of moral philosophy by the Abbé Rosmini, intituled "Essay, and the Origin of Ideas," gives a most complete historical analysis of the principles of all the modern Scotch, French and German philosophers, with all of whom he is profoundly acquainted, he himself being an excellent scholar in all those languages. He also gives a new system of his own, which belongs essentially to the transendental philosophy, and he is a sworn enemy to the sensuous school. There is also a very good work by Poli, the first volume of which contains the historical part, and gives an account of the modern systems of philosophy. There are two or three others, particularly Sicilian writers: the one best known is Galluppi, which is the book most in the hands of our students.

6374. Are those books much in circulation amongst the reading portion of the country?—They are becoming much more attended to; indeed the extensive sale which those works have, and the manner in which they pass through repeated editions, shows that the study must be considerably pursued.

6375. Are not most of the German metaphysicians also translated into Italian?—I do not know that any but Kant is, but Kant is now becoming superannuated; and indeed Fichte, Schelling and Hegel are becoming now superannuated; but Schelling, who is now preparing a complete course of his system of philosophy, in which I believe he professes now to revise all his opinions, and to modify them considerably, is rising every day more and more, for this reason, that he is considered essentially the head of the religious protestant Philosophy.

6376. There is then no hostility to the German system of philosophy, but rather the reverse?—Decidedly.

6377. Is the moral philosophy of Italy in any degree based upon the metaphysical systems of the Germans?—I do not think that in the public schools as yet the German system has been introduced; but I think it is gradually working its way, and will supplant the other.

6378. It is not considered in any way adverse to the religious dogmas of Catholicism?—Certainly not; on the contrary, I suppose that any one who examines the systems will be satisfied that it is a great deal more congenial to the Catholic faith than the other. The other, if pushed to its last consequences, seems almost necessarily to lead to materialism.

6379. What is the course of theology adopted at present in the English college?—As I said before, the students attend the courses of the Roman Seminary; they have besides a domestic course which I direct myself. The studies of the university, or rather of the Seminary, comprise a complete course of Biblical literature, ecclesiastical history, the principles of canon law, dogmatical and moral theology.

6380. What are the text books used in those several departments?—The text books used in the Roman Seminary have been chosen more from the facility of procuring them, than from any real recommendation; it is understood, however, that they are for the most part only temporary, and that others will be substituted for them. In the Collegio Romano, under the direction of the Jesuits, there is a new course of theology under publication, of which three or four volumes have come out by the present professor. I saw the first before I left Rome, and I have no hesitation in saying that it will be one of the most complete modern courses of Catholic theology.

6381. Who is the present professor?—Padré Perroni. It is a course of theology directed to the wants of the present time; not merely speaking of former obsolete opinions, but directed to the peculiar opinions that are rising at the present day, or that have prevailed the last few years, and especially in Germany.

6382. Is the work of Dens, of which so much has been said in these countries, used in any of the colleges, seminaries, or theological classes at Rome?—I should doubt whether there are two copies of it at Rome, but certainly it is not known; and till three years ago I did not know of the existence of such a book, though I had gone through the whole of my theological studies in Rome, and thought that I was pretty well acquainted with any authors that are heard of there.

6383. Is it ever quoted as a work of authority in the theological classes of that city?—I never heard it referred to under any circumstances.

6384. Then you would be inclined to consider it an obscure work?—Somewhat; indeed I was astonished when I heard that it had been at all adopted as a text book in Ireland, for it was not a book that I ever understood enjoyed any sort of reputation.

6385. Either from the opinions, or the style, or the character of the individual?—Not from any consideration.

6386. Do you consider the theological studies of Rome much in advance of those of other countries?—In many respects I do; I should doubt whether biblical studies are conducted upon a more complete scale anywhere out of Germany than they are at Rome; and so much so, that I have heard Protestant German professors express their surprise; and one, a person who is very well known in those studies, and whose works have been a good deal translated now into English, observed to me, that he had not met with the same extent of knowledge of modern biblical literature anywhere out of Germany than he had there, and that he had not supposed they were pursued anywhere out of Germany to that extent.

6387. Is frequent reference made to the metaphysical systems in the theological department, or do you keep the two perfectly separate?—Quite separate; I think that theology is taught very much as a science of fact upon the Catholic principle, which reduces theology a good deal to the historical investigation, whether a doctrine has always been taught in the Church or not. This necessarily gives it a very historical character, and consequently our course of theology is more taken up in examining the history of the doctrines, and proving their continued existence through every period, than in anything like speculation concerning them.

6388. In that point of view they apply especially both to biblical studies and to the studies of the history of the Church?—Yes, certainly.

6389. In conducting biblical studies, do you pay as much attention to the philology as to the history itself?—As far as the previous studies of the students will allow it, I think quite as much. In Germany, where every person receives a classical education, and becomes more or less a critic in language, because the modern system of teaching the classics in Germany leads to the observation so much of words and grammatical forms, the professor of theology, or the professor of biblical literature, can indulge in much more minute verbal criticism than perhaps he could in any other country. But as far as the inferior character of that nice and accurate critical education goes in Italy, the professors I think pay as much attention to it as they do anywhere else.

6390. You have great facilities at Rome arising from the establishment of various schools of Oriental languages?—For the acquisition of the Oriental languages, taking the term to signify the languages of the West of Asia, there are greater facilities in Rome than probably in any other city in the world, because we have there natives of Asia, who understand and speak them well.

6391. Is Hebrew considered an indispensable branch of ecclesiastical study?—Every student of theology is obliged to study it; there may be some exceptions from particular circumstances, but it is demanded and expected in all; and in our own particular college every student is obliged to frequent the school for one or two years.

6392. You would then say that the ecclesiastics of Rome must be deeply versed in the knowledge of the Scriptures?—The improvement in Scriptural studies has been very considerable within the last few years; and it arises not in the least from any influence that has been exercised upon the studies from what has gone on in other countries, but rather from some particular professors having been selected who have paid great attention to those studies, and who have, as it were, infused new life into them. The Professor of Scripture in the Roman Seminary, who died since I came to England, was a young man of very considerable abilities, and a perfect master of the German language, and one who, as he often mentioned to me, had devoted the whole of his income from his professorship to the purchasing of books chiefly from Germany. I have no hesitation in saying, that his library was as complete a biblical library as was to be found in the hands of any individual anywhere. In the same manner, in the Collegio Romano, they have had an exceedingly able biblical scholar as professor for several years, Padre Zechinelli, who is now retired from that office. He was succeeded by another person of

Rev. *N. Wiseman*, D.D.

21 March 1836.

considerable attainments in the same department, Padre Brunati, who also retired from the chair; but I have no doubt that it is as ably filled since. This combination of persons who have devoted themselves to those studies has given it new life and new character. By way of illustrating this point, I may observe, that the late Pope was particularly distinguished by his attention to biblical studies. The works of Professor Jahn, who was professor in Vienna for many years, had been condemned; he was not considered orthodox, and, in fact, he was removed from his situation by the Board of Education in Vienna. His works, however, were continued to be used as text books. Professor Akermann wished to revise those works, so as to remove from them everything offensive; and I know that the sheets were sent from Vienna to Rome to Cardinal Castialoni, afterwards Pius VIII., for revision, so that it may be said that Akermann's biblical works were really revised by the late Pope Pius VIII.; and from my own personal experience, I know that he was a great encourager of those studies; for I recollect his asking me, in the very first audience I had of him after he was raised to the Papal Chair, whether I continued still to dedicate myself as I had done to biblical pursuits. I said that as far as my occupations allowed me, I did; and he instantly spoke in the most encouraging manner, and entered into the principles of the study in the most scientific and pleasing manner possible.

6393. Has this anxiety for the extension of biblical studies diffused itself among all classes of the clergy, or only amongst the more learned?—This peculiar line of biblical studies may be said to have begun to be cultivated so much within the last few years, consequently it can only be felt at present among the more youthful part of the clergy. But, at the same time, an application to that study has always been much encouraged. We had an instance in Pius VI., who always treated De Rossi, the celebrated collector, and collector of manuscripts, with the greatest kindness and friendship, and even wished to purchase the whole of his library. There have been a great many mis-statements and mistakes upon these matters, some of which have become pretty popular, and which I have myself the means of proving incorrect, regarding the supposed discouragement of biblical studies. It has been often represented that there is a sort of jealousy with regard to the prosecution of these studies, and an idea that the religion could at all suffer from it. To give an example, it has been stated again and again, that in the time of Pius VI., there was a desire to publish the celebrated Vatican MS., the manuscript of 1206, which is considered the oldest Greek manuscript; and that a proposition was actually made to the Pope for its publication, that the Pope was anxious that it should be done, but referred the matter to the inquisition; that the inquisition, at the head of which was the celebrated Father Mamachi, represented to the Pope that the publication of this manuscript would do considerable injury to the authority of the Latin Vulgate; and that, consequently, though the Pope wished to publish it, yet he dare not go against the authority and the wish of the inquisition; that he felt himself too weak to wrestle with it. This statement was published by Adler, who had been in Rome, and it was contradicted by De Rossi; but it was re-asserted; it was copied by Michaelis into his introduction, and Dr. Marsh, Bishop of Peterborough, in his notes, seems to quote it as an instance of the feelings with regard to biblical studies that exist in Rome. When I read this I thought it worth while to investigate the statements. It so happened that there were persons alive connected with the Vatican Library, who remembered the circumstance of that proposition to publish the manuscript; and I inquired of them, and found that there was not a word of truth in the whole thing. The simple fact was, that an individual, who was by no means competent for the task, proposed that a fac-simile of the whole should be executed in the same way that Baber has done the Alexandrian Manuscript, at the expense of the Government; that it would have been an enormous expense, some 20,000*l.* or 30,000*l.*; that the whole obstacle was the expense, and that the matter was never referred to the inquisition, because it does not belong to that department at all; that, besides, this very man was employed in collating this and other manuscripts for an edition published by Protestants, and that this very manuscript is under publication at this moment.

6394. Mr. *Mackinnon.*] You mentioned that the theological studies at Rome were chiefly confined to biblical information and historical. In the biblical information to which you allude, do you include the rescripts of the Fathers collectively, or merely the Bible?—The Bible. I am afraid lest I may have been misunderstood; when I said that the studies were merely biblical and historical, I meant to say that the theological studies being conducted as relating to matters of fact,

fact, are conducted upon biblical and historical principles; but when I mention the Bible, I mean the Scriptures alone, without any reference to the Fathers.

6395. Are not the rescripts of the Fathers generally taken as nearly of equal authority at Rome?—It would be difficult to answer that question directly. The writings of any Father can only be considered as the writings of a man. The authority of the Fathers is simply as witnesses to the belief of the church at any period; and when we find the unanimous consent of the Fathers upon any point, we conclude that it must have been always the doctrine of the church, and we conclude that that is a true and certain doctrine. But we take them as testimonies not at all as to be compared with the Scriptures.

6396. According to the principles adopted at Rome, are not all the rescripts of the Fathers, prior to the Council of Trent, admitted as having equal authority with the Scriptures?—Certainly not.

6397. *Chairman.*] In conducting the historical portion of your theological education, is much stress laid upon the elucidation of Scripture history?—Yes; reference is made to every branch of literature and science when called for: for instance, the Professor of Scripture in treating of the Mosaic Creation, enters into an examination of the connection of the sciences with the subject, such as geology and chronology, and the cosmogonies of the Hindoos and of other nations.

6398. Does the objection that formerly existed at Rome to the Newtonian theory, continue in any force?—Not at all. I believe that one of the earliest adoptions of the Newtonian theory was by Jacquier, a Jesuit, who published a popular account of it at Rome.

6399. In teaching Ecclesiastical History, is a more liberal spirit prevalent at Rome than what formerly existed, and less tendency to support the temporal power of the Pope?—I attended the schools of theology four years in Rome, and I never once heard the temporal power of the Popes alluded to directly or indirectly. A considerable portion of one year was taken up with that portion of theology that refers to the Pope's power and authority, and jurisdiction, and I never once heard the least or most distant allusion made to his possessing any temporal power out of his own dominions.

6400. In treating of the history of the ninth, tenth and eleventh centuries especially, must there not be frequent references to the temporal power of the Pope?—Probably there may; but I should fancy that it would be treated as it is treated by most Protestant German authors, as a power arising from circumstances which made it both useful and absolutely necessary at that time, but which has no longer existence the moment the circumstances have ceased which called it into action.

6401. It is not taught then in Rome that the temporal power of the Pope at any period was based upon principle and right?—I never heard that it was. I conceive it might be taught upon the principles upon which it has been maintained by other authors that have no connection with Rome, that is, upon the supposition that all right and power is essentially connected with, and springs out of, the social or political relations of any portion of the system; and that therefore when, from the system of European polity during the middle ages, the Pope's authority became a necessary part of the organization of the whole Christian Republic of Europe, as well as an authority in appeal called in by the subjects of particular countries; and the moment that authority became a necessary portion of that system, it may be said to have had its foundation in right equally as the other portions of it. But I never heard of its being maintained upon the authority of its having been given or granted by Divine authority.

6402. Is not the authenticity of the Donation of Constantine, which formed so principal an element in the works written for the maintenance of that power, now universally surrendered?—Certainly, by all; I never yet have observed in any of the persons entrusted with education with whom I have had to deal, the slightest desire to maintain any document or any authority a moment beyond its capability of being established.

6403. Is any attempt made in the instruction given to theological students to weaken their attachment to British institutions or to British connection?—I am convinced that there is not the slightest attempt to interfere with any of their national feelings.

6404. What should you say is the general feeling produced by their theological course upon those British subjects who have been educated at Rome?—What has struck me most is, that it tends to produce a great moderation of feeling with regard to anything like party ideas, being removed from the scenes of those exciting topics

Rev. N. Wiseman, D.D.

21 March 1836.

topics which keep alive more violent feelings, they naturally look at things with a less irritated mind than they would if they were upon the spot; and I fancy that a student educated in the Irish college at Rome will have more moderate feelings and ideas on everything connected with Irish politics than if he had remained in his own country. My observation of those that I am more intimately acquainted with, leads me to be confident that it gives a very moderate tone to all their feelings; that while I do not think there is a particle of liberal feeling removed, on the other hand it prevents anything like extravagance or wildness of theory on politics.

6405. You do not think it has in any degree increased sectarian animosity?—On the contrary; I have heard many persons remark, Protestants as well as Catholics, that those who are educated at Rome have much less of controversial asperity in their modes of reasoning and speaking in their intercourse with society than those who have not been there. I may observe, that we see English papers to the same extent that we should in England, and consequently we are perfectly acquainted with all that goes on at home.

6406. Do the students of these colleges mix much with the English Protestants who come to Rome?—The superiors of course do; but we have constant visitors of every class of persons coming to see the establishment, and it often leads to intercourse between the young men and them, and I cannot say that I have perceived any bad effects resulting from it.

6407. Are the students in these colleges taken from all classes, from the high and the low?—Yes, we have them from various classes; we never have any from the lowest class, but we have exceedingly respectable young men. Reverting to the topic before touched upon, of interference with individual opinions and feelings in education, I may observe, that as there is no set of men that pay greater attention to human nature in their education than the Jesuits do, so the consequence is that they are a great deal too wise ever to think of interfering with feelings or opinions that have in themselves no tendency to any moral evil; so that on differences of opinion regarding national points they do not pretend in the least to put a restraint. I suppose in the house of the Jesuits themselves you will find Mexicans and Spaniards living together, and so Germans, attached to the principles of the Austrian government, and republicans from North America; and you will find each of those as warm and as enthusiastic in his own particular views as if he had not lived out of his own country. You will find the American as much an admirer of his republican system of government as if he had never left the United States. There is not the slightest attempt to interfere with such ideas, and the consequence is that each has his own individuality preserved to that extent. I take upon myself to say that there is not an attempt made directly or indirectly to bias or influence the national or peculiar political opinions of persons of any country; the only thing that is inculcated is the necessity of proper subordination and allegiance to every established government.

6408. It has been objected to the education given by the Jesuits, that it tends to produce a spirit of cunning and intrigue in the character; have you observed that to be the case?—I have never observed anything of that nature; I think that our British students that have been under their care have just the same openness and frankness of character which they could have had if they had not been under their care; and I think there is no tendency in their education to produce that character in their pupils.

6409. In teaching history, there are, of course, frequent opportunities offered to the professor of putting forward his own particular opinions, and every event must more or less be coloured by the opinion of the writer or the lecturer; in what way does the teacher conduct himself in speaking of such disputed portions of history; take, for instance, the Reformation?—Naturally the feeling will be perfectly Catholic; but I dare say there would be as little harshness there as in any other place. I remember an instance of a preacher who was giving a course of sermons upon ecclesiastical history, and had announced that the next Sunday he would enter upon the subject of the Reformation; but in the interval he was desired not to proceed, very naturally from a feeling that as the audience whom he would principally address were persons that could not be influenced by the principles introduced by the Reformation, it was of no use entering upon an irritating topic from which no certain good was to be expected.

6410. Has there been any approximation in kindly feeling on the part of the Roman literary world to the Protestant within late years?—As far as religion goes, not the slightest; that is to say, there is not the slightest disposition to concede the

smallest point as to difference of religion; but as far as social intercourse goes, and as far also as making use of the works of Protestants, wherever they have any literary or scientific value, I think there is as decidedly a liberal and friendly intercourse and consideration as is to be found elsewhere. There is a remarkable example in Thorwalsden's being placed at the head of the academy of St. Luke; he is a Protestant, and yet is the director of the establishment of the Fine Arts in Rome.

6411. Are not Protestants excluded from the Academy of St. Luke?—Not at all; many of the English artists are honorary members.

6412. What suggestions would you offer for the amelioration of the system of education in the English college. Do you think it could be improved so as to render it more practically useful to English students?—I should myself prefer it to be made a complete establishment for the preparation of persons for professorships. I must observe that the English college is essentially in itself endowed with all the privileges of an university; so that, with certain conditions, we could confer a degree upon any member of the house; therefore we have all the facilities of cultivating the higher branches of education. I should myself prefer, if it were possible, to reduce it to an establishment for persons who have already finished their studies elsewhere, and who wish to pursue those higher branches of education which they have not the means of following in England, so as to make it more essentially an university college than a seminary.

6413. Do you think any difficulties would lie in the way of such an arrangement?—I am not aware that there would be found any difficulty except that of supplying persons for the establishment under these circumstances.

6414. You would make it a sort of Normal school, for Catholic collegiate education in this country?—Yes.

6415. You feel a deficiency in this branch of education?—There are deficiencies rather than defects, owing to our peculiar circumstances, which time will enable us to overcome, but for which I think one of the most effectual means would be to adopt a system of preparing persons for professorships.

6416. Are the pupils in this college allowed to read the Bible whenever they think proper?—Certainly; they are encouraged to study the Bible.

6417. Are they restricted to reading it with a commentary?—The ecclesiastical students are allowed to read it in the originals, and in the Vulgate, and then no commentary is required; but we naturally wish them to read it with the best commentaries. All the theological students become very familiar with the Bible; there are portions of it read every day; for instance, in our house, during the greater part of meals, the Bible is read, and by that means it is read over again and again, independently of the portions which are read in other circumstances.

6418. Would you say upon the whole that there was as much read of the Bible in the Colleges at Rome as in most of the public establishments in this country?—In that way I think so; but as far as the ecclesiastical establishments are concerned I think there is a study of a higher order, because they are not led into the idea that of simply reading it is sufficient, but they are exhorted to study it.

6419. It is not held as a principle in Rome that every person who reads the Bible, must necessarily be inspired in order to understand it?—Certainly not.

6420. It requires that you should employ the human mind for the purpose of understanding the Bible?—Certainly.

6421. Is the reason given for not putting the Bible into the hands of children this, that the ideas of children not being sufficiently developed they are not equal to the comprehension of the terms used in the Bible?—I do not think that is the principle; it is a reason for not doing it; but it is not the principle upon which the exclusion of the Bible from elementary education is based; the principle upon which the Bible is not made the essential portion of education is, that the Catholic principle of faith does not consider it necessary for each individual to have that personal knowledge of the Bible which the Protestant rule requires, and consequently there has been no reason why the Bible should be put into the hands of children.

6422. Do not they object to certain portions of the Bible being read by children?—Decidedly. If the thing were proposed, that no doubt would be one of the reasons given and felt; but I do not think it is the principle upon which the present system has been adopted.

6423. Do you think that, coming through the medium of a third person, as accurate

Rev. *N. Wiseman*, D.D.

21 March 1836.

accurate a knowledge can be obtained of the Word of God as if they read the Word of God directly?—Certainly.

6424. Is that found to be the case?—I think so.

6425. Is it not liable to great abuse?—I think not.

6426. On what ground do you hold that opinion?—The Catholic believes that he has the safeguard of a sanction or an authority, which he believes cannot fail, and consequently he is sure that as long as he has connection with that authority, and takes his doctrines from it, he has them more accurately than if he took them immediately for himself.

6427. Are there not passages in Scripture, for example, the historical parts, of which an individual would acquire a more clear and accurate knowledge by reading them himself, than through a third person. Is not that the case in reading every book?—I should doubt even that. I think there are a great many parts of Scripture, even in the historical parts, which would be better understood and comprehended if reduced to ordinary language, than if presented in the form of a translation from the original.

Martis, 22° die Martii, 1836.

MEMBERS PRESENT.

Mr. Thomas Wyse.	Mr. S. Mackenzie.
Lord Mahon.	Mr. M. J. O'Connell.
Sir P. Musgrave.	Mr. O'Brien.
Mr. French.	Mr. Jephson.

MR. THOMAS WYSE, IN THE CHAIR.

The Rev. *Nicholas Wiseman*, D.D., called in; and further Examined.

Rev. *N. Wiseman*, D.D.

22 March 1836.

6428. *Chairman.*] YOU have hitherto spoken of the education given in the English college; you stated in a former part of your evidence that there were also colleges destined for the education of Italians coming from various States of Italy; will you enumerate to the Committee the names and nature of those colleges?—Before the occupation by the French there was hardly not merely a country, but a province of Italy, that had not its particular college at Rome, exclusive of the establishments for the fine arts. At present, within these two years, the Tuscan college, or the Collegio Bandinelli, has been opened again. I am not aware at this moment that any of the other foreign Italian colleges have been re-established; but there are several colleges for the provinces of the Pope's States. For example, there is the college of the province of Umbria; another for the province of Sabina; and there are smaller establishments for other provinces. In those the young men are chosen by the authorities of those provinces, and are sent to pursue their education, and enter the church, or follow other professions. In these colleges they are free of expense; the other colleges have been suppressed chiefly from their funds having been seized by the French, and not having been regained.

6429. In all these colleges the students pursue a certain portion of education in the college itself, and another in the seminaries in the university?—In the public schools.

6430. They may, therefore, be considered in some degree as Halls of the university?—Certainly. Another remark comes to my mind with regard to the Roman Seminary and the other colleges, but to the former principally, relates to the way in which vacancies are filled up. I said there are 40 students upon the foundation. Now, as an example of the liberal system of affording education when a vacancy occurs, there is a public advertisement put through the streets that there are so many vacancies in the Roman Seminary, and that there will be competition for the situation. The boys are subjected to examination, and the fittest are taken in, and secure their education free of expense.

6431. Do facilities of a similar description exist in the other colleges?—Very much so, indeed; besides those colleges that I have enumerated in every department, there are large establishments in the hands of the different religious orders. The Irish, for instance, have a house of Franciscans, a house of Dominicans,

cans, and a house of Augustinians; in all which there are a number of young men pursuing their education.

6432. In those establishments of the religious orders are all descriptions of students, lay as well as ecclesiastical, admitted?—No; the respective schools are only for the members of that order.

6433. Have any of these schools connected with the religious orders obtained high celebrity?—I am not aware at present that there is any; they have each probably some clever professor; but as they do not extend their education beyond their own members, it would be difficult for the schools to acquire any extensive reputation. There are some bodies that are generally more distinguished, as the Barnabite Fathers; they have always a number of young men dedicated to study. Within these 30 years they have had among them Cardinal Gardil, and Cardinal Fortanna and his brother, and also Padre Grandi, all men of eminent literary acquirements. At this moment they have one or two very superior men; among the rest, one of the best biblical, critical and Egyptian scholars in Italy, or in any other part of Europe, Father Ungarelli. In the Scuole Pie, Padre Rosani, who is professor of rhetoric, is a most beautiful improvisatore in Latin verse. I have heard him translate an Italian poem, of perhaps 50 lines, delivered in his presence, which he had not heard before, almost line for line, into the most beautiful Latin hexameter.

6434. Is the study of the Greek as much attended to as that of the Latin in the Italian schools?—Not so much.

6435. There are other institutions in various parts of the foreign states which are under the name of Secondary Universities. Are they not organized by the constitution of Leo XII. much in the same way as the Collegio Romano at Rome?—They are upon the system of the Sapienza (though rather on a smaller scale), because in general they have not the elementary schools. In the Collegio Romano and Apollinare there are all the classes, beginning with the elements of Latin. Now in these Universities, as in the Sapienza, they commence with rhetoric and history and archæology; and they have a complete course of law, medicine, philosophy and theology; but in all those towns there is a seminary where the classical studies are conducted.

6436. Is the Seminary connected in the manner of a high school with the Secondary University?—There is no necessary connexion; the two have no sort of communication with one another through any common official of any sort; they are quite independent.

6437. In these Secondary Universities boarders are not received?—No.

6438. They are then more in the form of Halls, to which the students recur for the purpose of receiving lectures and instructions, upon the plan of the German universities?—Precisely. Those institutions are so multiplied that it is exceedingly difficult to classify them. For instance, in Rome itself, at the same time that in the Sapienza there is a complete series of instruction upon medical science, and there are all the chairs necessary for medicine in all its branches, and there primarily degrees are conferred; yet, besides that, for the convenience of students attending the hospitals, there are complete courses upon every branch of medical and surgical knowledge delivered in each of the great hospitals, with a power of conferring degrees; so that they are in fact like medical universities.

6439. Are these advantages to be had in the secondary towns of the Roman states, such as Perugia and Macerata?—I should hardly suppose, for this reason, that being small towns there can be little inconvenience in the students attending the public schools, and it would be difficult to support so many professors; but in this instance the hospitals are well endowed, and they support their own professors for the convenience of having pupils to attend upon the sick.

6440. Lord *Mahon.*] Are these lectures gratuitous?—All: there is not the slightest remuneration in Rome received for any branch of public education or of lectures. This liberality goes to this extent, that the university, that is the Sapienza, has a small ward which is supported out of its own funds, in the hospital of the Santo Spirito, for clinical lectures, independent of the lectures given in the hospital by its own professors.

6441. *Chairman.*] By whom are the Secondary Universities supported?—By the provinces; most of them have some endowment, but if not, I suppose the expenses are defrayed out of the funds of the province.

6442. The municipal corporation of the town contributes, also, a certain portion to their support?—I suppose so.

Rev. *N. Wiseman*, D.D.

22 March 1836.

6443. The management of these Colleges is also in some degree in the hands of the Municipal Councils, is it not?—There is a certain control, but I do not know to what extent; the Congregation of Studies is the great authority.

6444. The Congregation of Studies interferes, so far as regards instruction and the appointment of professorships; but the funds and the management of the funds are under the control of the Municipal Bodies?—No doubt.

6445. Are the Secondary Universities in Italy in a flourishing state?—I think they are. They are generally well supplied with professors; and there are very few of them which have not some men known through the whole of Italy for their qualifications.

6446. Is any inconvenience felt from the power given to the Hospitals to the Secondary Universities, and other institutions, of conferring degrees?—Not in the slightest. The examinations are as severe and as full in them as they are in the university. The professors are all of respectable character.

6447. Are the Secondary Universities allowed the higher degrees?—No; and the consequence is, that a great number of the students repair from the provinces either to Bologna or to Rome.

6448. Would you think it a better arrangement that there should be one Board for the purpose of conferring degrees on students from whatever College they might come?—Not for Italy, on account of the difficulty which individuals find in travelling. Travelling is not such an easy nor such an ordinary thing as it is here, and consequently the imposing the task of coming to the capital from any great distance would be considered a great hardship.

6449. The value of a degree then in Italy must, in a great degree, depend upon the reputation of the institution which confers it?—Yes; but I have never heard of any slight cast upon the degrees conferred out of the great universities. I have never seen anything like a disposition to arrogate superiority. Some branches of study cannot be pursued except in the two great universities, as, for example, Oriental languages, of which there are no chairs except at Bologna and at Rome. The consequence is, that a great part of the scholars in such classes are made up of persons sent either by their respective governments or by their friends to study them. In my own case, I have been three years in possession, in the actual occupation, of the chair of Hebrew. One of my scholars has obtained the professorship of Hebrew and Scripture, after a very severe examination in an university in Sardinia; he underwent his examination at Turin for the purpose. Most of the others are persons sent by their bishops to pursue these studies, in order to carry them into their respective seminaries from which they have been sent. I have had some from the kingdom of Naples, from Lucca, from Pisa, and from several parts of the Pope's States. A very short time ago the government of Naples had two young men, with very handsome allowances, pursuing Oriental studies, one of whom succeeded extremely well. He was obliged to send every quarter or every half-year the certificates of all his professors; and in the end, underwent a full examination by all the professors, before receiving the certificate that he was qualified.

6450. Does the Professorship of Hebrew embrace other Oriental languages?—No; there is a professorship of Hebrew, and another of Syriac, and another of Arabic, and I think the schools are frequented by about the same number of scholars; they are generally engaged in study with the others, and have considerable facilities, because every professor considers it his duty not only to assist in the school, but also to give all private assistance at home; and in the class of studies in which I am myself engaged, I can say from observation that we are all in the habit of assisting such of the scholars as cannot come up with the others, at extra hours, and encouraging them in every possible way.

6451. What plan do you adopt in lecturing; is it dictation?—No; dictation is completely abolished through the whole of the Roman education now. The plan taken in the languages is to explain the grammar, and as soon as possible commence reading. We enter also a good deal into biblical literature also with those scholars who are able to read the Oriental texts fluently, of whom I have generally a class; so that we do not merely content ourselves with reading and translating the number of chapters allotted, but also enlarge upon the classical beauties of the texts, and go into their hermeneutical or interpretative difficulties.

6452. It is then entirely a *vivâ voce* examination?—Completely so, except the examination at the close of the year for prizes; that is all in writing.

6453. What period do you allot for the examinations at the end of the year?—The

The usual way in which most of the examinations are conducted, when they are not for a degree, consists in a certain number of points being prepared beforehand, we will say 15 in each class, generally such as will comprehend the whole of the course of that year; for instance, in chemistry one subject will be caloric, another light, the air, specific gravity, or chemical affinity. Fifteen points of that sort will generally form 15 great divisions of the course for the year. In the presence of all the scholars, the superior of the establishment, as the cardinal vicar in the seminary, draws the lot, and the point that is drawn is appointed for the dissertation. The students are then shut up, with nothing but pen, ink and paper, for five or six hours, and give in at the end their respective dissertations, with the names sealed up, and those are delivered for examination to a person chosen, often unconnected with the establishment, and the result decides the order of precedence.

6454. Is this the system followed not only in the university but in the colleges?—In the Collegio Romano and in the Seminary, the schools of which are frequented by the colleges.

6455. Lord *Mahon.*] Are the Committee to understand that in no case is there any payment for any public education at Rome?—Not in a single instance; any boy may begin to frequent the free schools, provided by the government; he may then go to the Scuole Pie, or he may go at once to the Collegio Romano, and commence with the lower school of grammar; he is conducted through to the very end, and it makes no difference what class of society he belongs to, so long as he is decently clothed; that is all that is required; and the children of noblemen are in the same school with the children of the small shopkeepers, seated side by side. They there go through the schools of humanity, the school of rhetoric and philosophy, and, if they choose, of theology, or they may then leave and join the university. There they may attend the whole course of medicine, or of law, or of theology, and take every degree, without its having cost them one single sixpence, except in the expense of school books.

6456. Lord *Mahon.*] You stated the other day that there was a greater proportion of persons that can read at Rome than in most other capitals?—I gave that upon the authority of a Protestant gentleman, who told me that he had paid attention to the subject.

6457. Is not there one thing a little at variance with that, namely, the great number of men whom you see standing at the corners of the streets to write letters?—These write letters chiefly for the country people. The country of the Roman Campagna is cultivated almost exclusively by persons from the kingdom of Naples, who are known by the name of Cincciari, or by persons from the province of La Marca. It is chiefly for these persons that they are employed. You seldom find any about them except persons whose costume shows that they are of the labouring classes from those provinces.

6458. Is there not another circumstance which makes one fear that many cannot read. Does not the government usually employ in announcing proclamations or orders, a crier, instead of having those proclamations printed and placarded, for this reason, that the great proportion of the people would not be able to read?—In the 18 years that I have been in Rome, I have never heard of a single vocal proclamation. All the decrees of the government are affixed in certain places, as the Campo di Fiori, the courts of law, and other places appointed, and all the proclamations are made by printing; and it is impossible not to observe the groups that gather round any new decree that is issued, and not see that they are of every class down to the very lowest. You will see the porter with a barrel on his back standing to read it; and the government has even extended that method, for now the decisions of the courts of law are published in print at the corners of the streets, with the whole of the evidence at full length, so that an important cause will sometimes cover six large sheets of very close type, which give the whole of the trial, the evidence of all the witnesses, and the sentenza ragionata, as it is called, that is, the grounds of the specific condemnation. You see these publications surrounded by people of every class.

6459. *Chairman.*] Has not this course been in some degree rendered necessary, in consequence of the public not being admissible to the courts of law?—The courts of law are now open to the public with one or two exceptions. The Rota, for instance, which is the highest deliberative assembly, is a congregation supposed to be held in the presence of the Pope, and is held with closed doors; there may be some others; but

Rev. *N. Wiseman*, D.D.

22 March 1836.

but all the criminal courts, and the ordinary courts for the recovery of debts and other civil suits, are open to the public.

6460. Lord *Mahon.*] What do you suppose to be the state of morals among the lower classes at Rome?—I should prefer speaking upon the experience of those that have had a better opportunity of observation than myself, because I cannot personally speak farther than to ordinary appearances, and so far as that experience which my intercourse with individuals furnishes; but that is not so extensive as to penetrate into the mass of the people. But I have heard it observed by persons who have spent their lives in Rome, that they consider that at present the highest and the lowest classes are decidedly the most moral, that the worst portion of the population is the middling class, in which there is a degree of extravagance and fondness of dress and show, which probably in many cases may lead to dishonest transactions; but that the lowest class as well as the highest at present are to be considered in a better moral state.

6461. *Chairman.*] Are crimes against the person diminished materially of late years?—It is singular that that species of crime seems to come like a contagion at particular periods; you never hear of anything for a long interval; then all at once, in a few days, you hear of several cases of murder.

6462. Lord *Mahon.*] Is there any official or public account of the number of murders in the course of a year?—Nothing published, I believe; there would be no difficulty in obtaining such returns from the police.

6463. Are not murders very common among the lower classes?—They certainly are common, but almost always committed in a state of violent irritation; I do not think that deliberate murder, that is planned murder, or murder for the sake of gain, is comparatively to be heard of, but it is the result of violent irritation, and especially in cases of jealousy.

6464. Have you ever turned your mind to the frequency of that crime in Italy, as compared with England?—Certainly; it is impossible for a person to reside there, and not make his observations upon the subject.

6465. Do you believe it would be an exaggerated calculation to say that for every ten murders in Rome there is only one in London?—Decidedly; because though there is no official return published of that sort at Rome, everything that happens flies through the city in the course of the day; it would be difficult for any of those murders to take place without my hearing of it; and judging from the accounts in the papers of this country, I should say that that was quite an over-rating of the estimate.

6466. *Chairman.*] Do not most of those murders occur in the country parts of Italy, not in the city?—Much more in the country than in the city certainly.

6467. Are not most of these murders committed for gain; are they not perpetrated by the banditti?—I was not alluding at all to the banditti system.

6468. Mr. *French.*] Do not you attribute many of those murders to the fact of the men being armed by having their knives always with them?—Yes; but that is in itself a crime in persons that know their propensity; you may consider any man that is in the habit of carrying arms as ready, should the occasion offer, to use those arms.

6469. Do not almost the entire mass of the population carry arms?—Certainly not; because in a great many instances where those murders take place, you hear of a knife being seized for the occasion, or some sudden expedient being used.

6470. *Chairman.*] During the French occupation, was it not forbidden, under a severe penalty, to carry knives?—I believe it was.

6471. Is that law enforced at present?—I am afraid that it is not enforced to the extent it should be. What seems to be a great fault with respect to the punishment of that crime, is the complete uncertainty of the punishment; a person is not executed till all the horror of the crime is passed, and it has not the effect of a public example.

6472. Lord *Mahon.*] You said that you did not think those murders could be so very frequent or they would have come more to your knowledge; would it not be the effect of the frequency of any crime to diminish the horror of it, and therefore to diminish the notoriety of it?—I look at it merely as a topic of conversation; it is generally observed at Rome that everything is publicly talked of, and everything is heard that happens. You hear of a theft and of any other crime; and therefore I judge that I should hear also of murders, especially as I do hear of those which are in the most remote parts of the city when they happen,

and

and which I should be least likely to hear. Those are the grounds upon which I go; but there may be many with which I am not acquainted.

6473. *Chairman.*] Are crimes against property frequent?—Not at all; quite the contrary; we are always astonished when we hear of such a thing as a house having been broken open; and I could almost count the number of times that such a thing has happened since I have been in Rome.

6474. Does that observation extend to the country parts?—Perfectly; we hardly take any precautions against robbery in a house particularly.

6475. What other institutions exist at Rome for the purpose of either supplying the want of elementary education, or carrying on the education already acquired, such as Museums, Libraries, &c. &c.?—There is no city better furnished with those, or even to the same extent, that is, speaking of the fine arts; but there are also a number of academies where the members meet and read papers upon the subjects connected with the department to which they devote themselves. There is one for physical science, which is on a very extensive scale, and which is, I believe, partly supported by grants from government; it has attached to it a most splendid collection of philosophical apparatus of every sort, and the government has built an observatory, where observations are regularly taken. During about six months of the year, there are meetings once or twice a week, in which papers are read, and experiments performed. In almost every college there are some subsidiary means of education; every college has its own library, and, besides that, there are a great number of public libraries to which the students have access. Many colleges have collections of pictures, museums of natural history, and an assortment of apparatus for experiments, and the rest. The Collegio Romano has a splendid museum, the Museo Kircheriano, which is celebrated all through Europe.

6476. Exclusive of the Museums and Collections attached to the Colleges, are the other museums of which you have spoken supported by government or by voluntary contributions?—I am not aware that there are any societies conducted in the same way that they are in England, that is, by subscriptions. They have, almost all of them, funds, or they are supported by government grants, such as the Archæological Society, and the Arcadia likewise. If you are elected a member I do not suppose the diploma costs you anything. I have been elected into one or two societies; and I have never been called upon for the slightest fee of admission.

6477. The Collections of these societies are open to the public at large?—Yes.

6478. It has been observed with respect to most of those Academies, that they have been rather useless or injurious than otherwise, such as the Arcadia, and many of those especially which date from the 17th century?—The Arcadia has revived of late, and its character is raised a good deal; but I certainly am not a great admirer of those academies that spend their time in nothing but writing sonnets and madrigals. The Arcadia has a semi-official character, for example, in the Capitol a series of halls has been dedicated to the busts of eminent Italians. Now, when a doubt arises regarding the merit of any person as a literary man, it is referred to the judgment of that body. There was a severe contest whether Padra Cesari, the great reviver of the pure Italian style, should have his bust admitted; but it was carried in his favour.

6479. They then form a sort of Areopagus of Literary Taste?—In Italian literature.

6480. Does the rest of Italy subscribe to their decisions?—Perhaps not; but as the busts are to be put up at the expense of the government, its influence is sufficient for its purposes.

6481. Are the physical and mathematical sciences cultivated at Rome with greater energy than formerly?—I think very much so indeed. As a proof of this I may state, that within the last year the Sapienza has not laid out less than from 10,000*l.* to 15,000*l.* in building new cabinets for apparatus and collections of natural history; it has formed within these few years, also, an exceedingly complete mineralogical cabinet; every day they are increasing their collection of apparatus; and further, to show the extension which is every day observable in those studies since I have been at Rome, I have known no less than two or three very extensive and very active manufactories of apparatus established, and carried on. When I went there first there was not one. I suppose you could not have

Rev. *N. Wiseman*, D.D.

22 March 1836.

got an air pump nearer than Milan, but at present you can have a most beautiful and perfect apparatus made, not merely by one but by several manufacturers.

6482. Italians?—Italians.

6483. Do they supply the other portions of Italy with such apparatus?—I dare say they do; I have shown some of the apparatus made by them to scientific Englishmen, and they have said it would not be possible to turn out anything more finished or more accurately done in London.

6484. But at present mechanical labour is in a low state in Rome?—It is improving in every department considerably; the ornamental part of course is in a superior style to what you find anywhere else; there is a purer taste running through the mind of the population.

6485. Lord *Mahon.*] With reference to some former questions and answers, can you state whether the murders are confined to the lowest class in Rome?—Decidedly; I would qualify that however by saying, that I believe in the class of servants they are as common as in any other.

6486. If they are confined to the lowest class, as you have stated that the most depraved part in Rome is not the lowest class, but the middle class, what offences do you particularly ascribe to the middle class, if assassinations are confind to the lowest?—Assassination I conceive to be the result of feelings irritable with great facility and not easily controlled, and the passions that would lead to the perpetration of that crime, are such as are more likely to be found in the lower class; though, taking the class altogether, it might be habitually more moral. In the middle classes, what I principally alluded to was dishonesty, and a greater looseness probably of morals, a greater neglect of religion. The lower class are exceedingly docile, they are very much under the guidance of the clergy. They listen willingly to instruction, and consequently I believe that they practice their religion; but when overtaken with drink, or when their passions, their jealousy, or any such violent feeling is aroused, they become quite ungovernable. It was observed when the French occupied Rome, the moment Transtevere was roused all the troops were of no avail. I believe habitually they are as quiet as possible.

6487. *Chairman.*] They form a contrast to the Neapolitans, who are always roused?—Yes, they are always roused, and yet they very seldom commit any great crime.

6488. Have you any idea of the proportion of expense which those institutions, the Museums and the Collections, cost the Roman government?—No, I have not. The department of the museum is under the control of the Cardinal Camerlengo. There is a sum placed at the disposal of the Camerlengato for the purchase of antiques, and for carrying on works connected with public museums.

6489. Does the expense bear a large proportion to the other expenses of the State?—A larger proportion probably than elsewhere, because the opportunities of discovery are so much greater, as well as the interest in making it.

6490. The private Libraries and Galleries are also open?—Quite open; for instance the Marchese Marina, who resides near my establishment, has one of the most complete classical libraries I am acquainted with; there is not an edition of any value, or any great work, which is not there, and he allows not only myself but any one that I recommend, the most perfect access to it. He is at this moment bringing out, what will be considered one of the most superb editions of a classic that has appeared in modern times, Vitruvius, in six volumes folio.

6491. Are there large sums dedicated by individuals to public literary purposes in Rome, the founding of Libraries, Museums, &c. &c.?—Constantly there is something done; persons bequeath their libraries to public institutions, and there are also establishments for education every now and then founded. As a specimen of the interest which seems to be taken in this subject, a short time before I left Rome I was applied to by a letter from Milan, to know whether there was such an establishment as an English college existing, for some one that had died in Lombardy had left a legacy to it. Within these few years a person, who died at Sezze, left the whole of his property to establish and endow a college for the education of youths.

6492. Have not many of the Public Libraries in Rome originated from the munificence of Cardinals and other ecclesiastics?—Some from cardinals, and others from private individuals; the Biblioteca Angelica, is called from Father Angolo Rocca, a very learned man, an Augustinian, who left his library as the

necleus

nucleus of that collection; and most of the others have been formed in the same way.

6493. Would a person in a low class of life be admitted to these libraries?—The same as if he was a nobleman; and the remark applies equally to the museums.

6494. Has any injury resulted to these collections from the admission of all classes of the people?—Never; I have never seen anything touched, or witnessed any improper behaviour of any sort.

6495. To what do you attribute that forbearance and propriety of behaviour amongst the lower classes?—I should think it is partly owing to their having been accustomed to such objects from their infancy. The public gardens are filled with works of art, and the people understand so well their value that they never think of touching them.

6496. Do they not feel a sort of national pride in these Collections, even in the smallest towns?—Undoubtedly; there is not a town which has not some collection of its own. I found that very remarkably in Sicily; there is hardly a town in which there is not a museum, generally collected by the barone or proprietor of the land, especially where there are monuments found in the district. In the small town of Vellestri, there used to be formerly a very extensive museum, collected by Cardinal Borgia, which is now at Naples; but there is a learned society there, called the Accademia Velitrana. Cartona, in like manner, has a very valuable Etruscan collection, and a well-known academy; and individuals, when there is any local feeling attached to those collections, come to take great interest in them; there is a large collection of earthenware vessels of a very singular character indeed, with fibulæ and other ancient remains, which were collected by a private individual, Carnevari, at Albano; he will not part with any of them; he will not dismember the collection; and he will not sell it, though he is a person not above the middle class of life.

6497. Are you acquainted with institutions in other parts of Italy, of Colleges, Museums and Collections?—I have travelled over a good part of Italy, and have acquired some knowledge of them in that way; but I know more about them in my capacity as a professor, having had persons from almost every part of Italy under my direction; and I should say that the collegiate system is very nearly the same throughout.

6498. Is there not a considerable difference both in the quality and in the amount of education given, between the kingdom of Naples and Lombardy?—No question; education I think is upon the best footing, and most extensive in Lombardy, under the Austrian government; there is an admirable system of elementary education; and a gentleman, who has resided many years there, made the observation to me, that there is no government more zealous than the Austrian government to diffuse education among every class to a certain extent. They wish every one to be able to read and to write, and to know different languages; to learn German and even English and others, as well as the elements of mathematics; but there is an indisposition to encourage the lower orders to go beyond that, and become learned men; they fear that would take them out of their sphere, and produce a race of needy literary men, who are perhaps some of the most difficult part of the population to deal with.

6499. Has that result been experienced in the Roman States?—I do not think it has in those provinces more in connexion with Rome, because the people in them are essentially attached to the present government; and the idea is so prevalent that every one should be educated to a certain extent, that such education does not take them out of their respective classes; but I should fear that that consequence has been felt in the higher provinces, and that the occupation of the French having made them acquainted with French literature, it has led to a great deal of flippant and superficial acquaintance with foreign works, which leads them to philosophise and to be discontented.

6500. Has not the number of lawyers and even physicians multiplied at Rome considerably beyond the demands of the public?—Very much so. It is fair that I should mention, that within the last few years there has been some little restriction imposed in Rome upon frequenting the schools of the Sapienza. No sort of check has been put upon attending the classical and philosophical studies of that or other establishments; but for medical and legal pursuits they now require a sort of guarantee that the individual studying has a pretty certain prospect of a small income. I think he must be able to state that he is a *bonâ fide* possessor of an income of either six or ten dollars a month, which is about 12 *l.* or 20 *l.* a year.

Rev. *N. Wiseman*, D.D.

22 March 1836.

6501. Are not the preliminary studies of law very severe at Rome, both ecclesiastical and civil?—Yes; the students are obliged to go through both courses.

6502. Is there an examination previous to admission?—A very full and severe examination; and no one can practise who has not taken a degree.

6503. Would not that act as a sufficient restriction?—It does to a certain extent, but not far enough to diminish the number of those engaged in those professions to some proportion to the population.

6504. Is that found to be the same in reference to ecclesiastical studies?—I think not; I think, on the contrary, it is generally considered that there is rather too small than too great a number of clergy in many parts.

6505. Have not the studies of Theology and of Jurisprudence been often combined, in consequence of the same person possessing at once a civil and religious authority?—For many cases it is necessary. No one can be a bishop unless he goes through an examination in canon law; and every bishop in Italy, as soon as he is named, must come to Rome to undergo that examination in the presence of the Pope.

6506. Does he require to have any knowledge of Civil Law?—No further than it is mixed up with canon law. The civil law being based upon the Theodosian and Justinian law, enters constantly into the canon law, and a complete knowledge of the canon law requires that one should be acquainted with it. Besides there are a great many functionaries, such as apostolic notaries, who are ecclesiastics, and yet must have a perfect knowledge of the law; and so it is in almost every department of the ecclesiastical government, viewed in reference to the general superintendence of the Catholic church throughout the world. In many of those offices a considerable knowledge of both is required.

6507. Is the education of a lawyer expensive?—No more expensive than any other; it is perfectly gratuitous. Perhaps it may be considered a modification of the perfectly gratuitous character of education that there is a fee attached to the taking of degrees, in this way, that a certain number of degrees are given gratuitously every year. After the candidates have gone through their examination they are classified according to the way in which they have distinguished themselves; a certain number are rejected, and three or five or ten receive the degree gratuitously, that is called the "laurea ad premium," and then the others have the "laurea ad honorem," for which a small fee is paid.

6508. The education of the kingdom of Naples is considered the worst in Italy?—I believe there is less encouragement given to education there than anywhere else, and yet I think that in Catania and Palermo there is as great a collection of learned men as is to be found in cities of the same population in any other part of Europe.

6509. Is Elementary Education as much attended to as in other parts of the kingdom?—Probably not.

6510. Comparing the generality of accounts given by travellers with your own experience, have you found them for the greater part correct?—I think it is extremely difficult for any stranger to make any estimate of the state of the people as to their acquirements. I have hardly met a traveller who has been long enough in Italy, or, if he has been long enough, who has had opportunities sufficient to qualify himself for entering into familiar intercourse with the lower classes. The consequence is that very erroneous impressions are made; and I have hardly ever read a publication by any person who has given conversations with the people, who does not show, by the errors he commits, he was not able to understand them. It is the case particularly with Lady Morgan. I will mention a little anecdote, as an example of the difficulty of arriving at a real knowledge of the state of the people. I was travelling in a less frequented part of Italy with an English gentleman, who had been residing two years in Rome, and spoke Italian much above the ordinary average of travellers. When we were at Orvieto, a fine little boy, about eight or nine years of age, offered to be our cicerone, and we allowed him to accompany us. We entered into conversation about ordinary matters, and found him exceedingly intelligent. My companion said, "I should like to ask this boy what religious instruction he has." I replied, "You had better not; you may depend upon it you will make a mistake; either he will not understand your question, or you will not understand his answer." My friend answered, "I have been long enough in Italy to be able to make myself understood." "You certainly speak Italian," I said, "better than most strangers that I have

665

Rev. *N. Wiseman*, D.D.

22 March 1836.

I have known, but it is almost impossible for you to bring your ideas or your phraseology to the level of these country people, and you are almost sure to commit some mistake." "Well," he said, "I will put a question to him." He called the boy, and put this plain Italian question to him, "Sapete il vostro catechismo? Do you know your catechism?" The boy looked at him with some astonishment, and answered, "No, sir, I am not a priest." My companion turned round to me, and exclaimed, "There! you see this boy has never been taught his catechism." "Now," I said, "here is a proof of what I told you; you would go away quite satisfied; and if you were writing your tour, you would put down that question and that answer, and lead everybody to suppose that this boy, and, by induction, all the poor, knew nothing of their catechism. Now I will just put the question to him." I said to the boy, "Dimoni un po', hai imparato la dottrina?" The child answered without hesitation, "Si, signor. Yes, sir." I remarked to my companion that catechismo in Italian does not mean catechism at all; it means a familiar doctrinal exposition or sermon given by the priest; but the catechism is La Dottrina. He confessed that this was a very remarkable illustration of the caution I had given him. In the same way, were you to ask an Italian child "Sai l'alfabeto?" he would look surprised, and say no; but just say to him, "Sai la Santa Croce," and he would answer, yes, sir. "La Santa Croce" means the alphabet, because the book in which the alphabet is taught begins with the sign of the Cross.

6511. You are acquainted with the establishments for Catholic Collegiate education in England?—With those for collegiate education pretty extensively.

6512. Will you enumerate the institutions for Catholic collegiate education in England?—Each district, which is under the superintendence of a bishop, with the title of vicar apostolic, has its own seminary, which also receives youths for lay education. The one in the London district is situated near Ware, and is known by the name of St. Edmund's College, or Old Hall Green; it contains about 40 students. In the West of England there is the college of Prior Park, about two miles from Bath, which at this moment has 110 students. In the vicinity of Birmingham is the college of St. Mary, or Oscott, which is the seminary of the Midland district, and contains between 90 and 100 students; but a much larger building is at this moment being erected in its immediate neighbourhood, calculated to hold 150 students, the elevation and plan of which I will beg leave to submit to the inspection of the Committee.

[*The Witness produced the same.*]

6513. What is the estimate of this plan?—I have not heard from any one connected with the building any estimate, and therefore I can only give my own conjecture; I should think about 20,000 *l.* There is also in the Northern district the college of Ushaw, in the neighbourhood of Durham, where I myself was educated for eight years before I went to Rome. Those are the colleges in the hands of the secular clergy; besides which, there is the celebrated establishment at Stonyhurst, which is, perhaps, one of the best known in England. There is a college at Downside, about 12 miles from Bath, and another at Ampleforth, about 20 miles from York, which are conducted by the Benedictines.

6514. Stonyhurst is conducted by the Jesuits?—It is.

6515. Are the courses of education pursued in these Colleges nearly the same?—Very nearly the same; the secular colleges will naturally be of the same form, because they all spring out of the college of Douay, in France, and they have all more or less maintained the organization which they had there.

6516. To what description of Roman education does their organization most approach?—To that of the Seminary; there is, however, more liberty allowed the young men. Being in the country they have a greater range for exercise; but the method of spending the day in them all is very much the same as in the Roman Seminary.

6517. Can you give the Committee an idea of the mode in which the day is divided in any of those colleges?—In the one in which I was educated the day was pretty nearly the same always. We rose at six o'clock; at half-past six went to chapel, where there was half an hour's meditation, and half or three quarters of an hour of mass.

6518. Lord *Mahon.*] Winter and summer?—Yes; then to study till a quarter to nine; about a quarter of an hour was allowed for breakfast. We then went into classes till 11, when another quarter of an hour's interruption took place,

Rev. *N. Wiseman*, D.D.

22 March 1836.

and then till one we were again occupied at study. We dined at one; after dinner, which lasted about half an hour, we had recreation till three. Then at three went into class again till five; at five a quarter's interruption, and then till seven at study; from seven till the half hour in chapel; then came supper, and after supper recreation till a quarter past nine, and then had prayers again for about half an hour, and we retired to rest. Besides which, there were other visits to the chapel of a shorter duration immediately after dinner and after supper. That is the order followed there at the present day. I believe the arrangement is very nearly the same in all the colleges. At Prior Park there is a little diversity, but not of any moment.

6519. *Chairman.*] In that arrangement of the day, is there not too much time given to intellectual and moral exercises, to the exclusion of physical?—In some constitutions that may be felt; but, upon the whole, I do not think it would be possible to find more healthy communities than all our colleges are; we very seldom have more than one or two indisposed. There are two holidays in the week besides the Sunday. Through the college that I have been describing there is a system that does not prevail in any other, and that is of every elder boy being a private tutor to a younger one; and the two interruptions of a quarter of an hour in the studies are chiefly destined for the boys to go and consult their tutor regarding any particular difficulties which they may have met in the task, and which it would have interrupted the course of the lesson to have proposed to the master.

6520. Are you aware that something of a similar organization is pursued at Stonyhurst, a certain number being chosen by the boys themselves under the name of Admonitors?—That is for moral direction. In this case the private tutors has the direction of the boys' studies; and on Sundays, Tuesdays and Thursdays, he has the boy for at least two or three hours under his private individual instruction, besides what he does in common with the class. I think more was learned by that arrangement than by the regular schools; and the tutor is always supposed to take care of his pupil in every respect, to look after his health and his habits, and any little things he may have of his own.

6521. What is the method adopted in teaching the class in general in these colleges?—An hour and three quarters or two hours in the morning, and the same length of time in the evening, are taken up by the master examining and hearing the students their lessons and looking over their compositions. The rest of the day, that is the time before breakfast, and an hour and three quarters before dinner, and before supper, is taken up in each student preparing himself for the class, and studying by himself. That is, they are all in one room, but applied each to his own individual task.

6522. When you speak of classes you use the term in a sense different from that which you have adopted in treating of Italian education, the classes of those schools are conducted by a master who goes through the whole of the course with his pupils?—I believe that Stonyhurst is the only place where that system is pursued.

6523. What is the system adopted in the generality of the English Catholic Colleges?—Unfortunately till now, it has been almost impracticable to have professors who could dedicate themselves exclusively to the teaching of one class; that is, after the professor has been employed a few years in teaching, the wants of the Catholic church in England require his services, and he is drafted off from the college and another takes his place. The consequence is, that we have no fixed professors of a faculty or a class, as exists in the Italian colleges, who, perhaps, will be 10, 15 or 20 years always teaching the same thing; and the same difficulty which prevents the adoption of that system acts also against one of the professors remaining in the college long enough to take one class through the whole course of their studies. The consequence is, that the method consists chiefly in employing any person who is most qualified for that year or two years in conducting one school; and if it is thought that his services will be more beneficial in another, he is removed to it. That is the great deficiency in all our colleges, the want of a corps of settled professors.

6524. Is not Stonyhurst an exception to that statement?—It certainly is; but there the professors take the students through the whole course. Stonyhurst is necessarily upon a different footing, because the order of Jesuits dedicate themselves to education more than anything else, and have not the same claims upon them out of the house.

6525. Which

Rev. N. Wiseman D.D.

22 March 1836.

6525. Which of the two systems would you prefer in the organization of a system of Collegiate education?—I think it is difficult for one professor to be able to do justice to his class equally in every department of literature; and therefore I should prefer the having fixed professors for the different classes. On the other hand you must consult the feelings of the teachers; and as in our colleges there is nothing like compensation given for their trouble, and as they do their work more from a feeling that it is their duty to promote this education of their clergy than any other, it would be necessary to have still more regard to their own feelings upon the subject. Now it might be very disagreeable for a person to be placed as a teacher of the lowest form in a college, and always kept to that sort of drudgery; and therefore there might be so far a modification that the same professor might take up his scholar to a certain point, and then commence again without going to the end of the course. I can hardly imagine that a person who has a peculiar talent for instilling the principles of language into children, would be equally qualified to give the instruction necessary to form a good orator, or to compose well in verse. I think they are talents of distinct orders, and the good elementary teacher might not be qualified to feel the classical beauties of the more difficult writers, or to enable his hearers to feel them.

6526. And that would be still more applicable to the cultivation and teaching of the sciences?—Yes, it is almost impossible for a person to be a good classical scholar, and at the same time a profoundly scientific man.

6527. At the same time do not you perceive an advantage arising from the tutor accompanying the class for a certain number of years, in reference to the pupil himself, does it not give him an opportunity of discovering the peculiar talents and disposition of the individual?—No doubt; and therefore I think there should be such an arrangement made as that every professor, when he gives up his office to another, should be able to give also the result of his observation to his successor, by keeping an accurate account of the character and conduct of each of his pupils, which is a thing, I am afraid, not sufficiently attended to. In addition, I will remark that if it should so happen that one professor is less qualified for his task than others, his class has the disadvantage of never possessing an able master as it otherwise would have had; whereas by a change there is a balance necessarily established. By their having sometimes a superior instructor and at other times one not of equal character; there is a sort of medium obtained between the two, which may be considered as the average of that education. Besides that, I think it is very advisable in education, that the minds of young men should come in contact with as great a variety of minds as possible; that is to say, that persons of different characters and dispositions should work upon them; for by collision with different minds sparks may be brought out that would not be if they were always in a state of friction against one single mind.

6528. Would you approve of the system adopted in the Institution of Belfast, namely, the leaving to the discretion of the parents of the boy the choice of particular schools or classes, either of science or literature, without placing him under the direction of any special master?—There must be instances in almost every college where exceptions have to be made, in regard to general studies; but those cases will always be rare, and decidedly should be as rare as possible, because parents are very seldom the best judges as to what portions of education should be omitted. Because their children complain that Greek or Latin is hard, and they are destined to go into a profession that does not require those studies, they say what is the use of Latin and Greek, the poor boy is only hurting his health and making himself unhappy, allow him to neglect them, and to attend to more elegant or to more scientific pursuits; consequently the mind is deprived of that great cultivation which classical studies alone can give. I think, therefore, that the heads of every institution should insist that those that come in should be under their control; and I should think that an exception to any branch of education should be in the strictest sense of the word an exception.

6529. But where particular sums, as in the instance of the Universities of Glasgow and Aberdeen, are paid for particular classes, parents will be directed very much by the economy or expense of such education. In such a case how are you to prescribe a general rule?—The only way in which I can see a check is to be put upon that practice, is by requiring for degrees, or for being called to the bar, or any other situation that prescribes an examination of any sort, such a full examination as will oblige all those that require to go through it, to have frequented those schools.

Rev. *N. Wiseman*, D.D.

22 March 1836.

6530. Do you not think that the two systems might be combined in the same institution, that for instance the teacher might be considered the special teacher of a certain number of boys, accompanying his class from one year to another, but that if any particular instruction were required in a particular department, the pupil might have an opportunity of attending the lectures of the particular professor by whom such instruction was given?—If the question applies to such studies as do not form a portion of the studies of the class, such as foreign languages, drawing, music, and things of that sort, an arrangement can easily be made, so that without the regular studies being interrupted, any individual may attend to them. I still think very much that the system of Stonyhurst is an excellent one, with a modification such as I alluded to, that one master should conduct his scholars through three or four classes, and then be succeeded by another for the same term.

6531. What is the division of the course adopted in the English Catholic Colleges?—We divide the studies into three classes; the humanity or classical studies, the philosophical, and the theological.

6532. What time does the Humanity course generally take?—Generally about six years, including poetry and rhetoric.

6533. How are these six years divided?—They generally begin with Latin, and perhaps French; after that, about a year later, Greek is commenced, and the three are carried on simultaneously with the study of their own language, and attention to the usual branches of elementary education, reading and writing and arithmetic; while at the same time a considerable attention to history and geography, and other subsidiary portions of education. Besides that, I believe now, in most of the colleges, the elements of mathematics are commenced during the same period.

6534. Have you any of the courses at these institutions with you?—I will furnish them to the Committee. Besides these again there is a particular attention paid to the study of religion as a branch of education.

6535. How is that study conducted?—In the regular programme of the examinations at Oscott, in each class there is a distinct grade of religious instruction, based upon a work proportioned to the capacity of the students in that class, beginning with a simple catechism for the children and going on to the Catechism of the Council of Trent, which is considered the fullest and most authentic statement of Catholic doctrine.

6536. Are the Scriptures read at these schools?—In most of the Colleges the Scriptures are read at meals. At the college where I was educated, a portion of the Old Testament was read in Latin and a portion of the New Testament in Greek every day, and the whole is so divided as to be read through in the course of the year.

6537. Is not one of the books read, in the early part of the course, the "Selectæ Vetere Testamento Historiæ"?—Yes; and besides that there are Bible histories put into the boys' hands as soon as they can read anything. For many years before I left the college, and I was only sixteen when I did leave it, I had read almost every part of the Bible, and I think I was as familiarly acquainted with it as persons of that age generally are, and I never found anything like a disposition to prevent the study of it.

6538. On Sunday is it not usual to read a considerable portion of the religious service of the church, the Psalms, Epistles, Gospels, &c.?—Certainly; it is impossible for any person to be a priest in the church without being familiar with the Scriptures, because it forms a great part of the holy office, which he is bound to read again and again.

6539. Are students who are not destined for the church also required to attend to the study of the Holy Scriptures?—I do not know that there is any arrangement for their reading it; but I think no student can go through his education without being acquainted with the Scriptures from his own personal perusal. But according to the system of all Catholic establishments, each boy is under the direction of a clergyman, who instructs and directs him individually as to the course of reading that he is to follow in reference to religion, and consequently we are quite satisfied that a knowledge of the Scriptures is secured by the direction of that person.

6540. In pursuing the study of classical literature, is not too much time given to the study of Latin composition?—Not too much, I think. An elegant style of Latin composition tends very much, I think, to improve the ideas. An attention to strict grammatical propriety, and also to the elegancy of diction in one language,

Rev. *N. Wiseman* D.D.

22 March 1836.

language, necessarily produces an influence upon the study of others; and I recollect that through the whole of my education I never knew a boy to distinguish himself in his own language who was not at the head of his class in the learned languages.

6541. From the opportunities you have had of comparing both the instruction given in Latin, and the results from it, in England and abroad, would you say that the instruction given in Latin in the English Catholic colleges was generally of a higher character than in the Colleges on the Continent?—Taking any number of pupils, the Italians will make more good scholars out of them; but in our system a great number of very excellent scholars are produced, though not equal to the number that would come out of the same class in Italy. But I think that is owing not to any superiority of method, but to the facility which their own language gives them; Latin is to them like a dialect of their own language. Formerly, and till within these few years, it has been customary in this country to consider Italian and German, and pursuits of that character, as extra studies, and the number has always been small of those that cultivated them; but I am glad to see that at present in several of our colleges there is a disposition to make them essential portions of education. At Oscott particularly all are enabled to learn Italian and German, and they will probably, in course of time, expect ecclesiastical students to study Hebrew. At Ushaw that is the case I believe more extensively. German has not been introduced, but Italian has, and they are making preparations for introducing German also; but Hebrew and some other Oriental languages have begun to be cultivated with great success.

6542. Would you say that the Latin education of the Catholic colleges was equal or superior to that of other colleges in this country?—Decidedly. I think the Catholic clergy as a body, considering their number (and with the clergy I will join a great many laymen who have cultivated the study afterwards), will produce a greater number of elegant writers in Latin than are to be found among persons of any other religion. I know myself in that body many who need not fear to submit their Latin compositions to any tribunal.

6543. Equal attention does not seem to be paid to Greek in the English Colleges?—Not anciently; but at present there is decidedly a very great improvement; that is manifest from the list of authors that used to be read a few years back, compared with those that are studied at present. Even since I was at the college an immense improvement has taken place; but, after all, I could hardly say that, considering them not as universities but collegiate establishments, the Greek education was of an inferior character to that of similar establishments elsewhere. We cannot pretend to produce such Greek scholars as Cambridge and Oxford, which have fellowships for individuals that devote themselves for 10 or 15 years to Greek; but comparing them to the academies, I think that our Greek scholars are equal to the others.

6544. Is much attention paid to the Physical sciences, such as Natural History, Botany, Mineralogy, &c.?—There is a difference, I believe, in the different colleges in that respect; but what I have observed is, that wherever I have had an opportunity of conversing with the superiors, I found them all fully alive to the importance and the necessity of cultivating those studies; and if they are not attended to, to the extent which might be desired, it is owing chiefly to the limited means which they possess of cultivating those pursuits, and to the necessity they have of carrying their pupils forward very quickly to the end of their course from the great demands upon them for clergy. In the college of Oscott there is a society amongst the boys themselves for the purpose of pursuing the studies of natural history and philosophy, in which little lectures or essays are read by the students themselves.

6545. Have the students access in general to either botanical gardens or libraries, or to Museums in the College?—At Prior Park there is a small botanical garden, which is within reach of the students, under the direction of the professor. At Oscott there have been no facilities for a botanical garden from the very straightened character of their premises; but I have no doubt that in the new college that will be an important consideration. They have also destined a room in the new building for a complete museum, and another for a laboratory; and they are anxious to collect geological and other specimens. At Ushaw there is a museum which contains a very complete mineralogical collection, as far as classification goes; there is a specimen of every species of mineral, and also a very considerable apparatus for natural philosophy.

Rev. *N. Wiseman*, D.D.

2 March 1836.

6546. Are libraries established in these colleges for the special use of the boys?—In all of them; that of Ushaw is the largest and most valuable, and is worthy of any public institution in this kingdom. An addition of some 6,000 or 8,000 volumes, consisting of valuable and expensive and rare works, was made about three years ago by a clergyman who had devoted many years to his collection for that purpose.

6547. Is it open to the Boys as well as to the Professors?—In most of the colleges the great library, as it is called, is not open to the boys; it contains works more for reference than for general use; but each class of boys have a small library fitted up, with books suited to their particular age and their class of studies. The philosophers have their library; the students of rhetoric and poetry have another; and there are smaller libraries for those in the lower classes. Those are managed by the boys themselves, who are expected to contribute, upon their entering their respective schools, something either in books or money for the purchase of books. They have the administration of it, and consequently have a little pride and interest in keeping them in good order and improving them; and I believe it has been found that the giving that sort of municipal administration to each, has been fraught with very beneficial effects.

6548. Have Collections and Museums been established as well as libraries?—I think not in any of those colleges; but it would be an excellent thing if such a system were followed throughout.

6549. Would it be a desirable arrangement that every college of this description should be provided with a certain number of casts from the antique, with drawings, plans, &c. &c.?—Undoubtedly; the more those are multiplied, the more they are before the eyes of the students, the more their taste is refined. I have proposed to one or two of the colleges to have tracings made in Rome or rubbings of a complete collection of inscriptions, Christian and Heathen, taken from the first corridor in the Vatican, and to have them painted as fac-similes on the walls of the cloisters or corridors in the colleges, and they accepted my offer; and I propose when I return to Rome to procure them for them.

6550. From your knowledge and experience of these objects of art, do not you think they could be obtained at a very small expenditure of money for every institution of a similar kind in the country?—Decidedly; and I can hardly conceive that if there were any funds placed at the disposal of a board for education, that a certain portion of them could be better disposed of than in furnishing every place of education with casts and sulphurs and engravings, and anything that can be useful. In Rome, a person of the name of Visconti makes complete series of medals, not only taking exact impressions of them, but giving you both the obverse and the reverse, in a hard composition which will not break if it falls; and imitates the peculiar platina of the bronze or metal which he copies, so that on opening the cabinet, it is almost impossible to believe that you have not the real medals under your eye; and consequently, without going to the immense expense of collecting a series of medals, you may have the series of the Roman families or the Greek cities, or of the modern medals, made up and copied, and just as good, for practical study, as a more valuable collection would be. The expense is exceedingly trifling; I do not suppose that any one complete series comes to 5 *l.*

6551. What number of medals are there in each series?—I suppose several hundreds; I think the price would average 2 *d.* or 3 *d.* a piece.

6552. Mr. *Jephson.*] Would they not be better for study if they did not copy the defects so accurately?—I think not, if you wish to make the young men acquainted with archæology itself; because it is very useful to accustom them to decypher even an obscure legend, or teach them how to judge of the age or the character of a medal.

6553. *Chairman.*] You are aware of the Collections of Sulphurs formed by Paoletti?—Yes; within the last two years a classified collection of ancient gems and copies from the antique has been made by Paoletti, or by another artist, under the direction of Chevalier Kestner, the Hanoverian Ambassador, and under the guarantee of the Archæological Society, conducted by very able Germans in Rome; they have classified them, commencing with Egyptian art, then going through Etruscan, Greek, Greco-Roman, and pure Roman, choosing the best specimens of every class belonging to those different schools, and arranging them according to the history of art: so that with one of those boxes, which is not above a foot in depth, and which would not cost above 3 *l.* or 4 *l.*, you may conduct

conduct the students from the first rudiments of the art down to its latest decline.

Rev. *N. Wiseman*, D.D.

22 March 1836.

6554. Do you think it would be a considerable addition to classical studies to accompany them with the study of the history of the art?—Most undoubtedly; I have found practical benefits of it in my own experience. The way in which the events of history must be impressed upon the mind where they are connected with the recollection of monuments, is obvious. Millin has thrown great light in that manner upon early history; and there is a very beautiful work by Inghirami, illustrating Homer throughout by contemporary monuments, beginning with the Etruscan vases.

6555. Would you recommend the use of models of ancient buildings?—So far as it can be done; but that is a more expensive mode of illustration.

6556. Is not this expense attributable in great measure to the insufficient demand for them?—Probably, if the making of models were made a part of mechanical labour, you would soon have persons that would get a facility of copying from a pattern.

6557. If they were offered at a reasonable rate, you think there would be a demand for them in public institutions?—I think there would. There is a splendid model now in Rome of the Coliseum restored; it cost the architect 20 years' labour. It is upon a very large scale, is a most beautiful piece of workmanship, and very useful for the illustration of ancient architecture. I understand that one of the universities has been in treaty about it; they ask as much as 1,000*l.* for it, which would hardly be too much; it is in wood, and every capital and statue is perfect in it.

6558. Are you acquainted with the mode of executing model maps and plans, so much in use amongst the Germans?—Yes; I do not see why any Board, having the superintendence of education, should not provide a series of works upon art adapted to schools; for example, on architecture, commencing with the first elementary principles, and carried on to its monumental applications in connection with the other fine arts, and with history, so as to have a work of reference through the whole course of classical education.

6559. Would you recommend a more general use of chronological charts?—Upon the whole I am not a friend to chronological charts; I have never been partial to the system of charts for several reasons. In the first place, if a boy has to ascertain a date or any other historical circumstance, it is a proper exercise of his mind to be obliged to find out where the date is to be discovered, and to know the author, where he is to learn it, instead of being able to discover it by merely looking at a chart. The effect is, that in after-life, if he want to ascertain a point of chronology, or a point of history, he runs to an Encyclopædia or a chart, instead of having been habituated to look into the authorities at once. Then I have generally found that the system of having things classified too mechanically, accustoms the mind to be unable to take in knowledge in any way but under mechanical forms. Persons that have learned a grammar by charts, get their ideas of the relations of the parts of the system connected among themselves, through the material and outward position which they have in the arrangement, rather than through their proper relations; and a system of mental order is not so easily obtained. I have always found that it leads the students to a more superficial study of history.

6560. Would you extend that observation to geographical charts?—Certainly not to maps, because a map is the most natural and simple representation of a country that can be given. There is as much connection between the map and the country, as there is between a portrait and a person's appearance. Whereas in chronology there is no connection between a long chart, which takes up three or four yards, and the events themselves, except that the dates succeed each other. It is an object as much as possible in all education, to excite the activity of the mind, and to produce the power of working for one's self; and therefore when all the things that have to be learned are put before the mind in the very order in which they are to be learned, so that there shall be no exercise of the powers of comparison or of individual research, those powers are necessarily more or less impaired. It is singular too, that most persons who have, in after-life, exhibited any great talent for research and for original discovery, in literary or historical or scientific matters, will generally be found to have shown it when they were very young. Therefore it is a quality which may exist in children, and no doubt by exciting it and bringing it

Rev. *N. Wiseman*, D.D.

22 March 1836.

as much into action as possible, it may be improved in any one so as to be useful in after-life.

6561. In what manner would you recommend that history should be studied?—The spirit of history, I think, is more important than its facts, and if there be any method of grouping or classifying the character of facts of an age so as to make the student have a clear idea of the spirit which prevailed, not merely in the course of historical actions, but also in everything else connected with that age, I think it would facilitate the retention of history very much, and at the same time make it a great deal more useful. This sort of study may be exemplified by the view which Schlegel has given of the history of literature, and by the power which he seems to have of bringing under one view a general collection of the writers of a particular period, by analyzing the spirit or the peculiar methods which they followed. As long as you go through history by simply giving the names of persons that lived, and their respective actions, you are burdening the memory, and a great deal will be forgotten. But if, when you are giving an account, say of the age of Pericles, instead of stringing together partial facts, you make the student acquainted with that age, as an age, (and the remark would apply to the Augustan or any other age, for every century has its peculiar characteristic features,) you would give as it were pictures of history rather than the chronological series of events. They would be retained much more easily, would be matter for a great deal more reflection, and would certainly influence the conduct and the moral feeling much more.

6562. Does not such a study of history require rather an advanced intellect and a certain age?—I doubt whether it does, because it may be simplified so as to adapt it even to children, but there is no need of beginning the study so early. You may put little books into their hands which will make them acquainted with the great facts of history, and will form a sort of substitution for the more scientific study. But if you continue to fatigue them with the order of succession of kings, and the years in which they reigned, I think you are only neglecting finer faculties, by the cultivation of one to too great an extent.

6563. Mr. *Jephson.*] What more can you expect from a person under education than a mere knowledge of a collection of facts at certain æras?—The habit of considering each period in reference to the spirit that acted upon society, and the general influence which that spirit had upon the history of the period, taken in connection with the arts and sciences. One thing I am sure would be beneficial in all collegiate establishments, to have occasional courses of lectures interesting to all, but which do not require any application on the part of the students, and do not interrupt them in their own particular classes. They might be made to attend occasional courses of lectures upon such subjects as the philosophy of history, the history of arts, antiquities, natural history, or any other pursuits which do not come immediately in their course. Of such lectures a great deal would be retained, and classified by the hearers among their general information, regarding topics upon which they were not specifically engaged, and I think that such a system of lectures would be found exceedingly beneficial.

6564. *Chairman.*] What is the course of Theological study pursued in these English colleges?—The course of theology is generally more limited than it is abroad, on account of the great call that there is for clergy upon the respective colleges.

6565. Is the course of theological education of a similar description, as to text-books and methods of study, with that pursued in the colleges at Rome?—Pretty nearly. They are now introducing into most of the colleges here Lieberman's Theology, which is a great deal more complete and scientific than others formerly used.

6566. They see no objection to the introduction of recent writers?—Certainly not.

6567. What are the proportion of theological students in those Colleges?—They vary very much. Two of the colleges I have mentioned are almost exclusively for ecclesiastics. The one at Ushaw, out of 120 students, has very nearly 100 ecclesiastics. At Old Hall Green they are almost all ecclesiastical students. In the other two colleges a great proportion are lay scholars. Stonyhurst, in like manner, is in a great measure a lay college, but they have now built a new and very handsome house for their own ecclesiastical students, separate from the college.

6568. Is the study of Singing and Drawing generally pursued in these establishments?—

673

blishments?—Always as an ornamental part of education; it would certainly be of great advantage if they could be made universal.

Rev. N. Wiseman, D.D.

22 March 1836.

6569. What are the endowments or other funds of these institutions; are they derived from bequests, or contributions from the ecclesiastical body?—They are supported almost entirely by the pensions of the young men. All of them have some small property in land, but it would not be equal to their expenses.

6570. Mr. *Jephson.*] What would be the expense of keeping a young man at school at one of the best of the Catholic seminaries?—The pension varies from 40 *l.* to 50 *l.* a year. In some that includes not only the whole of the education, but also clothing and school books. In others, clothing and books and other minor expenses are extras. In some again Italian and German are extras, but in several of them they are essential parts of the education.

6571. *Chairman.*] None of the masters receive any remuneration from the pupils?—None from the pupils; they have a small salary from the establishment. The greatest salary received by any professor in our colleges is about 30 *l.* a year. At the college of Ushaw it is considerably less. In some of the minor departments, where the teachers are young ecclesiastics themselves, pursuing the higher branches of education, they do not receive above a small gratification of 5 *l.* or 10 *l.* a year.

6572. Is there any hostility to the introduction of recent improvements in education in these establishments?—None whatever; on the contrary, a desire to adopt them.

6573. Are they confined exclusively to Catholics?—I believe there may have been Protestants admitted into some of them.

6574. Is there any positive regulation on the part of the institution excluding Protestants?—I believe not.

6575. Then their absence arises from the disinclination of Protestant parents, and not from any direct prohibition?—Yes. Very naturally; neither party is inclined to make advances to the other.

6576. What is the great principle of moral education in these Colleges?—There is a very close superintendence; but at the same time such as not in the least to interfere with the boys' amusements or liberty; and speaking practically from my own experience, I can say that it is never of such a character as to be annoying or disagreeable. But in all the colleges I can say that the moral state is as healthy and as pure as it is possible to be in any establishment.

6577. Does mutual good feeling exist between the boys and the teachers?—A most perfect good understanding and harmony. Nothing can be more delightful than to see the happy state in which they all seem to live together.

6578. The Teachers seldom recur to corporal punishment?—Very rarely; practically it may be said to be abolished.

6579. Would you, upon the whole, prefer a system of Colleges where the pupils were boarded, to colleges similar to those which you have mentioned at Rome, exclusively limited to day scholars?—I think both should be combined, because there are some persons who would prefer the one and some the other, and I think there are advantages in both.

Lunæ, 7° die Martii, 1836.

MEMBERS PRESENT.

Mr. Thomas Wyse.	Sir R. Musgrave.
Mr Jephson.	Mr. William Smith O'Brien.
Lord Mahon.	Mr. French.

MR. THOMAS WYSE, IN THE CHAIR.

William Smith O'Brien, Esq., a Member of the Committee; Examined.

W. S. O'Brien, Esq. M.P.

7 March 1836.

6580. *Chairman.*]—YOU are acquainted with the Education institutions of Limerick?—Yes, generally; into some of them I have taken the trouble of inquiring very minutely.

6581. To what class of institutions have you principally turned your attention?—I took a good deal of trouble two or three years ago with respect to the diocesan or district school in Limerick, as a member of the Limerick grand jury. For several years a contention has been going on between the Limerick grand jury and the Commissioners of Education, respecting a fund which was presented about 15 or 16 years since, for the purpose of erecting a school-house for a diocesan school.

W. S. O'Brien, Esq. M.P.

7 March 1836.

The amount presented by the county grand jury was 1,400*l.* Irish, and a sum of, I believe, 600*l.* was raised by the city grand jury at the same time. A part of the fund presented by the city grand jury was, in consequence of the failure of the treasurer, not rendered available; the remainder was applied in the purchase of about an acre of ground in a very eligible situation in the city of Limerick. That acre of ground has remained waste since it was purchased. The money presented by the county grand jury was raised by instalments, and I believe the first instalment was paid about the year 1819; since that time it has continued in the hands of the county treasurer, and it has not even borne interest, by which the fund might have been increased, and thus have been rendered more conducive to the purposes for which it was granted. The grand jury of the county have refused to permit the treasurer to deliver the money to the Commissioners of Education (I speak, of course, of the Commissioners of Education, not the National Board of Education), except upon the stipulation that a certain number of free scholars, to be named by the grand jury, shall be educated in the school. The master has declined to accede to this proposition, and the Board have maintained that they have not the power of compelling his acceptance of it. With the view of bringing this matter to a final settlement, committees were appointed, of which I was a member, by both grand juries, in the year 1833. A series of resolutions were drawn up and agreed to by the grand jury, the principal features of which were, that the school should be placed under the superintendence of a local committee, named or sanctioned by the Commissioners of Education, and that a certain number of free scholars should be educated in the school; it was annexed, however, as a condition upon which alone the treasurer should be authorized to deliver up the money in his hands, that a satisfactory guarantee should be given that these stipulations should be enforced; and in consequence of the master's persisting in denying the authority of the grand jury or of the Commissioners of Education, to compel him to submit to any regulations of the kind, nothing has been since done. Before I proceed, I must observe, that I do not wish to speak with perfect confidence as to the last operations that took place in the way of negociation, not having myself been an immediate party to them; but the result is, that the fund still remains in the hands of the treasurer, useless for the present to the public, and that the land also remains vacant; and that great dissatisfaction exists among the clergy of the dioceses of Killaloe and Limerick, who are contributors to the permanent endowment of the district school, inasmuch as each clergyman in the district is compelled to pay a sum annually, which, upon the aggregate of all the subscriptions, amounts, I believe, to about 150*l.* Irish, annually. It was only the other day that I received a letter from a most respectable clergyman in the county of Clare, bringing the subject strongly under my attention as a Member of this Committee. The name of the clergyman to whom I allude is Mr. Adamson, and I have heard many other clergymen, even of the high church party, if I may so speak, equally dissatisfied with the existing state of things.

6582. Was it proposed to govern this school by a Committee of Superintendence? —The committees who have been appointed by the respective grand juries recommended that the administration of the school should be placed under a committee, consisting of a certain number of the principal functionaries of the place, and of other persons to be named by the grand juries. We understood that the Board of Education had acceded to the propositions contained in those resolutions, and, in fact, presented them to the grand jury with their sanction. When, however, it came to be a question as to the nomination of the committee, a Catholic gentleman on the grand jury suggested, that inasmuch as the fund for building the school-house was raised off the cess-payers at large of the county and city, most of whom were Catholics, it was only just that the head of the Catholic church in the district should be named as one of the persons on the committee of superintendence; the grand jury at the moment acceded to this proposition, but when the clergy of the Established Church of the diocese heard of this resolution, they felt a very strong objection to the interference of a Catholic dignitary with a school which they considered to be in its constitution especially a Protestant foundation, inasmuch as it was supported by annual payments by the clergy of the two dioceses. A remonstrance was accordingly made to the grand jury by the archdeacon of the diocese, and the grand jury, in order to avoid any invidious determination of the question, agreed to leave the nomination of the committee of superintendence to the Commissioners of Education. As I said before, in consequence of the reluctance of the master to accede to the propositions which were made to him, and which were

made

made with the full sanction of the Protestant bishop of the diocese, the object which was desired by the grand jury has not been carried into effect.

6583. Are Catholic as well as Protestant pupils admitted in general into the Diocesan or District schools?—I believe that the general rule of the Commissioners is, that Catholics shall be admitted in all respects upon equal terms with Protestants; and I am not aware that there was any objection upon that ground. It was to the admission of free scholars that the objection was made.

6584. To whom was intended to be entrusted the power of admitting the free scholars?—The grand jury were originally desirous to have the absolute nomination of the free scholars vested in themselves. At the time that I was engaged, as a member of the committees, in the consideration of the subject, there were many who thought that it was not necessary to insist upon such a stipulation, and proposed that the local board of superintendence should admit the free scholars after examination held as to their capacity, and that the selection should be made entirely without reference to any other circumstance, except proficiency, and an incapacity to obtain education elsewhere, from being in circumstances of comparative poverty. The resolutions submitted to the grand jury recommended such a mode of selection, but I cannot at this moment remember whether the grand jury adopted that view.

6585. What were the legal grounds upon which the Grand Jury rested their claim to require the admission of free scholars?—I believe that the grounds upon which the grand jury made the claim were entirely disinterested; that they considered that inasmuch as the public at large contributed so considerable a sum towards the maintenance of the school, it was only just that the public should have a guarantee that a certain number of pupils should be admitted free of charge; so that the funds raised should not be employed solely for the benefit of the master.

6586. Had they any legal ground for insisting upon that claim?—Their only legal ground was, I believe, the general opinion, that those schools were in their original foundation, as far as the early Acts of Parliament can be interpreted, intended for the purpose of promoting free education mainly; and I may say here, that General Burke and Sir Aubrey De Vere, who were the principal members of the early committees, took considerable pains in investigating this subject in its bearings upon the question of free education, and strongly insisted that such was the intention of the Legislature; whereas the master refused to acknowledge any such condition as annexed to his original appointment.

6587. Have any legal measures been taken by the Grand Jury to enforce that claim?—No; they never claimed the right, except through the medium of the Commissioners of Education.

6588. Do you believe that the Grand Jury have any right to enforce it?—I do not conceive that the grand jury have any legal right to compel the admission of free scholars, except through the general powers possessed by the Board of Education, who, it was conceived, had a right to enforce what was the general intention of the Legislature in endowing those diocesan schools; nor did the grand jury ever claim directly any such right.

6589. What is the present state of the school?—I never visited the school, and therefore I cannot speak from personal knowledge; but the general impression in Limerick has been that it has not been available even for the ordinary education of persons in the more comfortable classes of life. I see, however, by the Returns to Parliament, that it is stated that there are about 10 or 12 pupils in the establishment, but the general impression is, that that number must include the master's own children.

6590. Is the master a man of ability?—In respect of attainments, or I may add of general respectability, I have never heard any objection to his appointment.

6591. Has he any other situation which would have a tendency to prevent his devoting a sufficient time to the management of the school, or to make him less anxious about it in a pecuniary point of view?—He is either rector or vicar of a living within two or three miles of Limerick, which I have understood to be worth about 500*l.* a year.

6592. How long has he been a master of the school?—A very considerable number of years; I should think 20 years.

6593. Have you heard what number of Catholics there are in the school?—I am not able to answer that question.

6594. Are there any other academical institutions of a similar description in Limerick?—There are some private schools, which I believe are conducted in a

W. S. O'Brien, Esq. M.P.

7 March 1836.

satisfactory manner, by gentlemen who have employed themselves in private education; but I rather apprehend that there is, at this moment, in the great city of Limerick, no establishment in which children belonging to persons in the middling classes can procure that sort of education which is most useful to them in the pursuits of life in which they would be naturally engaged. The schools which already afford education, I believe, are exclusively devoted to the culture of the classics, or the abstract mathematics; but to any one who might be desirous of acquiring knowledge in physical or experimental science, or any department of natural philosophy, I apprehend there is no institution at present in existence in Limerick, from which he might derive such knowledge.

6595. What provision is made for the education of the lower classes in Limerick?—There are several large establishments for education; the principal of which are two schools, containing together about 800 children, which are under the superintendence of a class of monks called the Brothers of the Christian doctrine; and from everything that I have heard and seen of the mode in which those schools are conducted, I have every reason to think that they have been productive of the most solid advantages to the humbler classes in the city. There is also another similar establishment, which I believe gives education to about 400 poor children, under the superintendence of the nuns of a convent. There are several other schools, none, I believe, attended by such a large number of children as those I have already named, and most of them are in connexion with the respective religious sects to which those under whose auspices they are managed belong. But with respect to the details of this description of education, I may refer the Committee to the Report of the Commissioners of Public Instruction.

6596. Mr. *Jephson.*] Is the education free, or is there any charge made in the monks' school?—I rather apprehend that the education is free in the monks' school. I may add, however, that in my opinion the provision for the education of the humbler classes in Limerick is by no means adequate to the wants of that city.

6597. Is there any institution where a more practical description of education may be gained by the poorer classes in Limerick than what is obtained in those you have mentioned?—During the last autumn a number of gentlemen connected with the practical occupations of life, such as architects, builders and superior tradesmen, formed themselves into an association for the purpose of establishing an academy, which they designated a National Academy, the object of which, as I understand it, was to give to the children of operatives and of tradesmen a description of instruction which might be of use to them in the practical business of life, carrying forward the mere education in writing and reading to something of a higher kind. The institution is quite in its infancy, but the project was taken up with great eagerness. According to the last information which I have received, it appears that the annual subscriptions at present amount to 104 *l.*; and about 50 *l.* has also been subscribed by way of outfit. With the leave of the Committee, I will hand in the prospectus of the academy.

Prospectus of the National Academy of Limerick.

It has long been a source of deep regret, that a wealthy, populous and improving city, such as Limerick, should be so deficient in public institutions for the diffusion of useful knowledge, particularly amongst the working classes of mechanics (a class whose education contributes materially to a perfect knowledge of the arts).

It is also much to be lamented, that the apprentices and young mechanics of this city have no opportunity of profitably employing their leisure in the study of useful science—leisure, which if rightly employed, cannot but have a salutary effect on their condition and importance as useful members of society, for there is no period at which mis-spent leisure is more dangerous than at the verge of manhood.

To remedy these deficiencies it is intended to establish an academy in our city, according to the following plan: and it is confidently expected the Board of National Education will consider such an institution a safe and proper channel for the disposal of a portion of its funds, which, with the ordinary resources of the school, will enable the committee of management to effect the object which they are sanguine enough to expect will conduce materially towards rendering the rising generation of mechanics an enlightened and useful portion of society.

At this academy weekly evening lectures are intended, on subjects more immediately connected with mechanics, than which there is not a more effectual means of attracting the young and ardent mind to the study of useful science, and the practice of morality; and of exciting that honourable emulation so productive of beneficial results.

In

W. S. O'Brien, Esq. M.P.

7 March 1836.

In the furtherance of such objects as these, the committee confidently look to the employers and operatives, as well as to the National Board of Education, for that co-operation which the importance of the subject demands.

Limerick, 26 Nov. 1835.

Plan.

1. The management of the academy to be vested in a committee chosen annually by the members, subject to the approval of the Board of Education. No person to be eligible for said committee who does not pay an annual subscription of at least one guinea.

2. The committee to be empowered to employ and dismiss all officers of the academy, except the senior master, who can only be dismissed by a general meeting of members; to receive and dispose of the funds, and to watch over the progress and conduct of the academy.

3. Rates of members' subscriptions to be as follows, viz.:

Masters, employers and gentlemen, from 1 *l.* 1 *s.* to 2 *l.* 2 *s.* per annum			
Operative mechanics - - - - - -	-	5	—
Subscribers' children and apprentices, as pupils	1	-	—
Non-subscribers' children and apprentices, ditto	2	-	—

The orphans of subscribers to be admissible gratis till the fourth year of their apprenticeship.

4. The course of instruction to be confined to reading, writing, English grammar, history, arithmetic, book-keeping, geometry, algebra, geography, navigation, and the use of the globes. Day-school hours of attendance, from eight till four in winter, and seven till four in summer.

5. The night-school to include all the foregoing, together with practical geometry, drawing and perspective. Hours of attendance from seven till ten.

6. One night in each week to be appropriated to lectures on practical mechanics, and such other subjects as may be considered useful and practicable, when all subscribers and pupils shall be admissible, and each member to have a friend's ticket.

7. The committee to report progress, and submit their accounts for audit at each general meeting of the members, and no rules to be altered without the sanction of a general meeting.

John Fogarty, Secretary.

6598. Mr. *French.*] When you said that they were educated for practical business, did you mean that they were educated, some of them for agriculture, and others for trade, and so on?—I do not think their objects were very accurately defined; but their general object was to introduce that sort of instruction; and there is an institution in preparation for giving instruction in agriculture.

6599. *Chairman.*] Has there been connected with the school any buildings for the practice of these several professions?—Hitherto nothing has been done whatever in the way of building. I believe they will be governed in respect of building very much by the amount of funds they are able to collect; but the impression of the persons interested in the institution was, that an academy of that nature, supported by the warm exertions of persons on the spot, deserved public encouragement, and that they ought to be assisted in the erection of the buildings, and in the permanent maintenance of the institution, by the National Board of Education. They have applied, I understand, for assistance in the way of books, &c., but the Board has postponed any final answer to their application until after their annual estimate has been voted by Parliament.

6600. Do you think that if Government were to lay out a certain sum of money in erecting the necessary buildings, there would be any difficulty in supporting the establishment afterwards?—With respect to all schools of this nature, the efficiency of a school must of course depend upon the management. At the same time, if the Government took proper security for the permanent maintenance of a good system of management, I have no apprehension whatever that the school would ever want pupils.

6601. Are you aware of any funds existing in Limerick that might be made available to the purposes of public instruction?—There are several endowments for the purposes of education, with the details of which I am afraid that I cannot at present supply the Committee. A considerable sum was bequeathed by a person of the name of Leamy, in the year 1815, amounting, I believe, at present, to about 10,000*l.* This fund was vested in a trustee or executor to the will, and he

W. S. O'Brien, Esq. M.P.

7 March 1836.

he has placed it under the administration of a number of co-trustees, selected by himself; but hitherto it has been productive of no result conducive to the purposes of education in Limerick, in consequence, I believe, of some dispute between the Court of Chancery in England and the parties claiming a right to govern the administration. I believe also that the Board of Charitable Bequests in Dublin have put in their claim to the control over the fund, so that at present it is a matter of litigation, and the public in Limerick have been for several years deprived of any benefit which would result from its being put into active operation. At the time that I interested myself, as a member of the committees that were appointed to inquire into the diocesan school, I was very anxious that it should be taken into consideration, how far it might be possible to consolidate the funds belonging to the diocesan school and the Leamy bequest with any others which might be raised by proprietary shares, or might be derived from contributions by the trustees of Erasmus Smith's charity, or even by the corporation of Limerick, which is possessed of a very considerable revenue. I am not quite sure whether the project which I had formed was one which could have been realized consistently with legal enactments; but my idea was, that a private Act of Parliament might have been passed, so as to effect the consolidation of those funds, for the purpose of forming a provincial college in Limerick, which should afford, at a trifling expense, to the middling classes in that district, education of the best kind; and I am satisfied that if such a provincial college did exist, it would be productive of the greatest advantage to the community; being convinced that all improvement in Ireland must emanate from the middling classes of society. I foresaw that an institution of this kind would probably give education to 400 or 500 boys belonging to all classes of life. My views, however, were not taken up by the other members of the committee, nor by the gentlemen who represented the Leamy bequest, with whom I had correspondence upon the subject. In the meantime, the public in Limerick have to regret that, whereas there are in various quarters abundant legacies and endowments for providing education, of which this bequest and the funds of the diocesan school are examples, they have hitherto been productive of no benefit to the community of that district.

6602. Can you state the special purpose for which this money was left by Mr. Leamy?—I have among my papers an extract from the will, and some memoranda relating to the proceedings in Chancery, which I will deliver in.

[*The same was read, as follows:*]

Order in Chancery, upon the scheme submitted for carrying into effect Leamy's Bequest, dated 5 August 1831.

Parties:—Attorney-general at the relation of Terence Fitzgerald, Francis Fitzgerald, and Garrett Fitzgerald, infants, by the said Terence Fitzgerald, their uncle and next friend, plaintiffs.

Dorothy Elizabeth Boehm and others, defendants.

WHEREAS the relator did, on the 3d August 1831, prefer his petition to the Lord Chancellor of Great Britain, setting forth that William Leamy, &c. made sundry bequests, and "the "said testator gave and bequeathed all the rest and residue of his estate and effects whatso-"ever to his executors therein named, to be by them appropriated to the educating of the "children of the poor in Ireland, principally those in and about the city of Limerick, or as "the said executors in their better judgment should deem meet, and to give the said bequest "the utmost efficacy:" and appointed Maurice Fitzgerald and John Taylor executors thereof; and died in 1815 (March):

By decree, made 2 December 1825, cause was referred to Mr. Farren, Master in Chancery, [recites here what Master was ordered to do]. Another order, dated 11 April 1826 [recites here what Master was to do with regard to legacies, &c.]; and Master reported 12th March 1827, and certified legacies, &c.; order thereupon. Also another order, 28 March 1827, by which it was referred to the Master to ascertain whether William Leamy, a natural son of testator, to whom 1,000*l.* was bequeathed by the will; and Captain Burn, to whom 200*l.* was bequeathed, were living; and the Master made inquiry by advertisement and otherwise, and finding that William Leamy was nowhere to be heard of, reported that this legacy ought to be considered as lapsed; but a Captain Burn having proved himself to be the person to whom the money (200*l.*) was bequeathed by the will, it was ordered that the bequest should be paid.

The Master further certified, 11 June 1831, that relator had laid before him a scheme as follows, viz.:

1. The residue of Leamy's effects to be applied in the establishment of a school, with sufficient

sufficient masters, for the education of the poor of Limerick and the neighbourhood, and of all such other persons in Ireland as may be willing to take advantage thereof.

2. That the said school be called "Leamy's Free School," and that there be nine governors:—Maurice Fitzgerald, Edward William Fitzgerald his son, Archdeacon Maunsell, Rev. J. Duddle, Rev. J. Cousins, Rev. E. Hoare, Rev. C. Townley, Edward Bernard, esq., Arthur Sayers, esq.

3. Governors, in case of vacancy, to have power to elect a successor.

4. Governors to make bye-laws and regulations, consistent with this scheme.

5. Buildings for school, &c. to be taken on a long lease, or school may be built under and taken on a long lease; conveyance to be made to the nine governors.

6. That the governors shall immediately inquire for such buildings, &c.

7. That governors shall treat for land, buildings, &c. on the most reasonable terms, subject to approbation of Court of Chancery.

8. Governors to cause estimate of expense of buildings to be made, and lay same before Court of Chancery.

9. Expense of providing school-house to be ascertained before number of masters determined.

10. English and Irish languages, writing and arithmetic, to be taught.

11. If funds sufficient, Latin, Greek, History, and other branches of science and literature to be taught. Governors to have power to make arrangements to that effect. Part of the daily instruction to be the reading of the Scriptures in the English and Irish languages, without note or comment, and under such regulations as shall prevent interference with the peculiar tenets of the Protestant and Catholic churches.

12. All grammars, &c. to be approved by governors.

13. Governors to fix the age at which the boys shall be received into the school, and to which they shall be permitted to stay; holidays, hours, &c.

14. If funds sufficient, governors may make arrangements for education of adult poor.

15. Qualification of masters, &c. to be postponed till school-house is built; and this scheme may be altered by Court of Chancery.

Master also reported that all legacies were paid except that to William Leamy, and that there was then standing in name of Accountant-general of Court of Chancery, 9,722 *l.* in the Three per Cent. Annuities.

The Court then made an order confirming the above report of Master, with power to tax the costs and pay them out of the fund, and also ordered that the 1,000 *l.* bequeathed to William Learny should be considered as part of the residue of testator's effects.

6603. What would you recommend as the best means of applying these funds beneficially?—I conceive that if such an Act of Parliament, empowering the consolidation of those funds, had been procured, a just method of administering the fund would have been to have enabled the parties contributing to it to take a part in the administration proportionate to the share of the fund contributed by each. Supposing, for instance, that upon a calculation it should appear that the fund contributed by the clergy should amount to one-third of the whole endowment, then parties representing the clergy, to the number of one-third of the council, should take a part in the management—that if the Leamy bequest should be one-third of the endowment, persons representing the trustees of that fund should in like manner share in the management to that extent in the council; and that the same principle should be adopted with respect to any amount that might be raised by the public at large through the means of proprietary shares. I conceive that by giving small annual salaries, such as are given in the Belfast institution, we should have been enabled to attract to Limerick men of a high order of intelligence and education in every department of science; and that the very residence of such persons in the city would itself have a tendency to raise the whole condition of society, and to give to the district an improved, a more civilised, and a more intellectual character.

6604. Mr. *Jephson.*] Would not that be introducing into an establishment of the kind materials for very great discordance?—I think not. I think in Ireland we are too much afraid of co-operating for the public advantage, lest dissension should arise between persons of opposite opinions in politics and religion. I have seen Catholics and Protestants, when brought together to act for the general purposes of humanity, benevolence and mental improvement, co-operate without the slightest intermixture of religious rancour; and I am satisfied that the very separation of persons of a different religion has a tendency to keep up that feeling to which the question refers. As an elucidation of what I have here said, I may mention, among many other instances which I could name, that in the administration of the cholera fund in Limerick, I have understood that the greatest harmony prevailed between persons representing the most extreme opinions: the Catholic bishop of

W. S. O'Brien, Esq. M.P.

7 March 1836.

the diocese, persons connected with the corporation, which is of the most exclusive character, and dignitaries of the Protestant church. And I may also add, as another illustration, the instance of a literary and scientific institution, in which I have taken much interest myself, in Limerick, in which, although I should imagine that two-thirds of the members are Catholics, there have generally been two or three Protestant clergymen elected by ballot on the committee.

6605. Would the arrangement you propose be voluntary, or would you make it compulsory on the parties you have mentioned, the trustees of Leamy and the clergy of the diocese, to agree to such an arrangement?—The adoption of the project, as suggested, necessarily involved a consent on the part of the representatives of the Leamy fund, and also of the clergy of the diocese; without such consent, of course, we could never have gone to Parliament for a private Act; and I rather fear that the indisposition to entertain the suggestion arose from the very variance of principle to which the question refers.

6606. *Chairman.*] Do not you think it would be right, that as the public would benefit materially by such an institution, the public also should contribute, either by assessment or by fees, to such an establishment?—I conceive that, as a general principle, whether in Ireland or in other parts of the empire, the Government and Parliament can scarcely be too liberal in the encouragement of every institution, whether collegiate, elementary, or of a subsidiary nature, which has a tendency to improve the intellectual character of the people. In this point of view, I think that a wise government should be most anxious, where they saw anything like the germ of a desire for intellectual and moral cultivation, as has been indicated in the formation of the academy to which I have already alluded in Limerick, as also in the existence of the literary and scientific institution to which I have referred incidentally, in the existence of a mechanics' institution, and in regard to all other establishments which have a bearing upon the subject of education, to foster them by public encouragement.

6607. Do you think the people would willingly contribute, either in the form of assessment or subscription, to such an institution?—That they are willing to contribute in the form of subscription is evinced by the fact that they do so; I should think *à fortiori* they would be willing to contribute by way of assessment, because assessment implies that those who are absent and unwilling shall be made to assist those who are present and willing; and with regard to all institutions of a public nature connected with what I may call the duties of society, I think the principle of contribution by voluntary subscriptions is one in its nature unjust; that in the performance of certain duties which belong to a well-regulated condition of society, it is not fair to allow any holder of property to claim exemption, and therefore with respect to educational establishments, with respect to the relief of the poor, with respect to medical charities and other institutions, the maintenance of which, in a well-regulated condition of society, ought to be considered as public duties, I think that the principle of voluntary contributions should be repudiated, and the principle of assessment substituted. With respect to provincial colleges, the counties in Ireland would, I have no doubt, if assisted by the Government, be willing to lend themselves to such an assessment. With respect to parochial or elementary education, I think the principle of assessment should also be introduced, the administration being in each case placed in the hands of parties elected by and representing those who contribute to the fund.

6608. Mr. *Jephson.*] Would you consider it the duty of the State to do more than provide education for those classes who are, from their situation, unable to procure it by their own means?—Decidedly. I consider that it is of the utmost importance to the well-being of society, that there should be a well-educated, intelligent, and moral middling class of society; and thinking, as I said before, that all improvement must descend from the middling class to the lowest class, I am of opinion that it is the duty of society to provide for this class the easiest possible access to well-regulated knowledge.

6609. The question presumes that this class has already the means of procuring education for itself, why then should the State be called upon to provide it?—The answer that I gave before, is an answer with respect to the facts assumed in the question. I have endeavoured to show, that in the thriving and commercial city of Limerick, there at present exists no institution in which a knowledge of what I should consider, to the middling classes of life, the most important description of knowledge, namely, that of a practical kind connected with physical science, can be obtained. I look upon it as the duty of the State to provide, in every community

munity such as Limerick, the central point of a large district, such means of education, that persons who can afford to bestow upon the education of their children from 4*l.* to 10*l.* a year, should be able for that sum to secure to them the best education which can possibly be given in a collegiate establishment, and I believe it is much easier to effect this object than is generally imagined.

6610. Has not the demand for such a system of education as you describe had the effect of creating, without the intervention of the State, an establishment in some degree to meet that demand in Limerick?—Hitherto it has not. How the society, which is called the Academy in Limerick, may hereafter be able to supply that want, I cannot predict; but I should imagine that it will not be by any means adequate for all the purposes which I should regard as comprised within the duties of society.

6611. Would you think it desirable to make education compulsory on all classes of the people?—I do not think in Ireland it would be necessary to render education compulsory by legal enactment, so ardent and so universal, as far as my observation extends, is the thirst for education, especially amongst the poorer classes; but undoubtedly, if such an anxiety did not exist, I should consider that measures of a compulsory kind, provided they did not in any unnecessary manner, or by any harsh proceeding, violate the liberty of the subject, would be perfectly justifiable. I may add, that I regard the establishment of a school as at least as much the duty of society as the establishment of a gaol.

6612. Is not the term "compulsion" necessarily connected to a certain degree with a violation of the liberty of the subject?—Certainly; and for one I should be reluctant to admit it as a part of our educational system, believing that it is not necessary; but I regard the education of the community as a matter of such vital importance, that if I were driven to the choice of an alternative, I should, under the qualifications that I have already expressed, not regard compulsory knowledge as a worse evil than voluntary ignorance.

6613. *Chairman.*] You have referred to other institutions at Limerick of a subsidiary nature, such as the Literary and Scientific institution, when was it established?—The literary and scientific institution of Limerick was established, I think, about 27 years ago; it was taken up at the time of its first establishment with considerable zeal, and, as is very frequently the case in Ireland, the parties began upon a very expensive plan, they took a house, and purchased an expensive library, and a costly collection of minerals; and I attribute its subsequent decline to the circumstance of adequate provision not having been made in the first instance for the permanent maintenance of the society in regard of funds. When the society began to feel embarrassment from not having measured their expenditure by their income, they had recourse to a division of the shares, and a considerable number of the original proprietors were discontented with this mode of proceeding; but as this was at a period long before I joined the society, I am not able to speak accurately as to the course which things took. I joined the society about three years ago, and at that time it was in a very languishing condition, but a few gentlemen, together with myself, exerted themselves with considerable zeal to restore it to a more vigorous condition, and the result has been successful beyond our most sanguine hopes. The society has been enabled to hire and furnish a comfortable house; very large additions have been made to the library; and I may here mention, that in the selection of works we have endeavoured to choose such as would be acceptable to all classes of readers, so that there are works of an abstruse and of a lighter character. In the year 1834, it was suggested that it would be very desirable to have evening meetings once a week, for the purpose of familiar lectures upon different branches of science, with which individual members of the institution, or strangers not belonging to it, might be particularly well acquainted. Many feared that such an experiment was not suited to the state of society in Limerick. It was tried, however, and it has been productive of the greatest possible gratification, not only to the members of the institution, but to their friends, and the lectures have been sustained with considerable zeal and vigour, and have been most numerously attended. Sir James Douglas, the commanding-general of the district, has set an example which it would be delightful to see followed elsewhere, in lending himself to the objects of the society, by giving, upon two or three occasions, most interesting descriptions of the campaigns in which he has been engaged, a part of our military history, than which the annals of England furnish nothing more interesting. Other gentlemen have lectured upon chemistry, upon architecture, upon natural philosophy, and upon other branches of science. The greatest harmony has prevailed

W. S. O'Brien, Esq. M.P.

7 March 1836.

in the institution, although there is the greatest possible difference of opinion among the members with respect to every question of politics and of religion. The society, however, has had reason to regret, that the information which is conveyed by lectures has not been rendered available to the public in Limerick, by a more perfectly organized system; and feeling this want, the committee have made representations to Government, praying that they would encourage the institution by Parliamentary assistance, by providing a certain number of regular courses of lectures every year, in the different branches of science, so as to afford to the youth of Limerick an opportunity of informing themselves in that most important description of knowledge, which is capable of being communicated by lectures and illustrated by experiment; the committee also suggested that Parliamentary encouragement would be well applied in supplying funds for the erection of an adequate building, but as it is not yet the fashion to encourage institutions of an educational character, that application has been treated as most others of a similar nature have been received, and was met by a direct negative.

6613*. Have you got a Museum?—The committee have been most anxious for the establishment of a museum. We have at present a mineralogical collection, which is, I believe, a very good one; but from not having adequate rooms in the house, we have hitherto been unable to avail ourselves of the many kind offers that have been made of specimens of every description, illustrating the productions of nature or art; and, in fact, the universal desire of the members of the society to establish a museum which will be worthy of such a city as Limerick, has hitherto been defeated solely, as I believe, from not having a house containing the space adequate for such a purpose.

6614. Is the house rented, or was it purchased?—The house is rented, at a rent of 60*l.* a year.

6615. Do you not suppose that the precarious position in which the Museum would stand in a house merely rented would not also deter many from contributing to its collections?—The universal reply, and it was a feeling in which I myself partook, whenever it has been suggested that members should present objects to the museum, has been, that it would be useless to place them in such a repository till an adequate arrangement had been made for their proper exhibition and permanent preservation; and the present house is not suited for this purpose.

6616. Do many frequent the Museum for the purposes of study?—At present we can scarcely be said to have a museum available for the purposes of study.

6617. Mr. *Jephson.*] Does not the establishment of voluntary societies of this kind, and the establishment of Mechanics' institutes by voluntary exertions, show that society will find out its own wants in education, and will supply itself; and that though the progress of such may be slow, yet that being founded on the wants of society, their advance will still be certain?—Society discovers in its more advanced stages the necessity of making such arrangements as those which the Limerick Institution contemplates; but the question is, whether the intellectual condition of society may not be advanced by many years, nay, even by a whole generation, if proper encouragement be afforded by those whose business it is to exercise a superintending and fostering care over the whole community. With respect to the institution in question, I have no hesitation in saying, that if courses of lectures had been provided in the city of Limerick, upon interesting branches of science, 20 years ago, the whole condition of that community would at this moment have been materially different from what it is at present, and that probably active minds, which since that time have employed themselves in political agitation, or in the more dangerous pursuit of vicious amusements, would have before this time signalized themselves in the acquisitions of science.

6618. *Chairman.*] What do you consider would be the probable expense of a building adequate for the purposes of that institution at Limerick?—It would depend very much upon whether there existed or not a provincial college of the nature which I have already contemplated. If such a college existed in Limerick, I should consider the Limerick Institution as a private society, subsidiary to the general purpose of intellectual cultivation, but not as an object which was of paramount importance to the town. If the Limerick Institution were, by regular courses of lectures, to embrace the objects which such an academical institution would propose to itself, a very considerable amount would be required for building, say 3,000*l.*

6619. What

W. S. O'Brien, Esq. M.P.

7 March 1836.

6619. What is the number of volumes in the Library?—There are nearly 3,000 volumes.

6620. Do you publish annual reports of the state of the institution?—Three reports have been published within the last three years. If it be the pleasure of the Committee, I should like to lay before them the last report, which was drawn up in the month of January, as it exhibits thoroughly the existing state of the institution, the names of the committee, the description of its organization, the amount of the funds, and the number of the members. In the present paucity of such establishments in Ireland, it is an interesting thing to see in its germ the operation of tendencies of a higher character than those which we have been accustomed to witness. I have felt so strongly the disgrace in which the government of Ireland has been involved, by allowing a state of things to continue such as that which we witness, and which is illustrated by the fact that has been reported by an intelligent English traveller with regard to the town of Galway, in which it is said, that not only is there no literary institution, but not even a bookseller's shop, though the town contains 33,000 inhabitants, and is the centre of a province (and if one exists not there, I know not where in Connaught it can be expected to exist); that I think we cannot too strongly exhibit any thing that shows a disposition on the part of the Irish community to support such institutions as these, when a nucleus is formed by the Government, or when encouragement is afforded by any extrinsic aid.

6621. Is there a sufficient number of auditors at the lectures to give a fair hope that the Institution would flourish?—The complaint has been that the rooms, which are not very large, have been unable to hold the audience that were anxious to attend, and in some instances great inconvenience has arisen from that circumstance.

6622. Are there many readers in the library daily?—The members of the society are entitled to take books to their homes, and there is a very active demand for books.

6623. Do you take in newspapers in the institution?—We do take newspapers. I conceive that, without newspapers, the society would cease to exist in Limerick. I do not imagine there is, and I say it with regret, a sufficient literary taste to maintain such an institution without the aid of the accommodation, which the circumstance of being able to consult the newspapers affords to a great number of persons who are not deeply interested in the other objects of the institution.

6624. Amongst those newspapers are there many literary?—We take all the periodicals of a literary kind.

6625. Do they seem to be much read?—Yes, I think so.

6626. What class of persons generally belong to the institution?—There are persons of all classes connected with the institution, from the country gentlemen of rank and property, who think it a point of duty to encourage any effort of the kind, to persons of the respectable middling classes in Limerick. The bulk of the institution, I think, consists of gentlemen connected with the professions of the church, the law and medicine, and there are several respectable persons in business. But it is a most pleasing fact, that there never arises anything in the society that can be offensive to the feelings of any one, although there is a great intermixture of ranks, and the greatest possible variance in point of creed and political party.

6627. Is it governed by a Committee of those different classes as well as different sects?—The names of the committee it will be interesting for this Committee to know, for the purpose of indicating the spirit that exists in a society like this, which is composed of what in England it is the practice to represent as very discordant elements. Among the committee are persons of the highest rank belonging to the institution; some dignitaries of the Protestant church and Roman-catholic clergymen, and persons in professions. I should imagine that a considerable majority of the society is composed of Catholics.

[*Mr. O'Brien here handed in the Report above alluded to.*]

LIMERICK INSTITUTION.

The Committee of the Limerick Institution, in presenting to the members at large their Report for the year 1835, rejoice that they are enabled to congratulate them upon the highly prosperous condition of their interesting society.

Within less than three years the income of the institution has been more than doubled; an independent house, handsomely furnished, has been exchanged for their former more limited apartments; a great accession of valuable books has been added to the library; and

W. S. O'Brien, Esq. M.P.

7 March 1836.

and at the close of the year 1835, there remained in the hands of the treasurer a surplus balance of not less than 61 *l.* 18 *s.* 7 *d.*

The following is a statement of the income and expenditure during the past year:

INCOME.	£.	s.	d.
By sale of newspapers - -	1	16	4
One subscription for 1834 -	2	–	–
Broken periods - - -	2	12	6
Twenty-one proprietors, at 3*l.* 5*s.* 6*d.* on entrance - -	68	15	6
Ninety-five do. subscriptions, 2*l.* - - - - - -	190	–	–
Forty-six annual subscribers, 1*l.* 10*s.* - - - -	69	–	–
Twenty-six military subscribers, half-yearly, 1*l.* - -	26	–	–
£.	360	4	4

EXPENDITURE.	£.	s.	d.
To Balance of accounts - -	29	14	10
Sundries - - - -	18	16	–
Servants' wages - -	9	11	8
Librarian - - - -	28	10	4
Coals and candles - -	11	–	6
Gas - - - -	8	8	10
Rent - - - -	63	–	–
Newspapers - - -	60	5	1
Binding books - - -	–	18	–
Periodicals - - -	15	2	6
Books - - -	52	18	–
£.	298	5	9
To Balance in hands -	61	18	7
£.	360	4	4

During the last year 43 new members were added to the society. The present number of proprietors is 95; of annual subscribers, 46; and your committee advert with pleasure to the circumstance, that not less than 26 officers belonging to the regiments which have been quartered in Limerick, have availed themselves, during the year 1835, of the advantages of the institution.

In the winter season of last year it was determined that one evening in each week should be set apart for a familiar lecture upon some branch of science, or subject of general interest, and your committee have found with pleasure that the experiment has been eminently successful, and has been productive of much gratification, not only to members of the institution, but also to their friends who have been admitted to the lectures. Your committee feel themselves bound to take this opportunity of offering the acknowledgments of the society to the gentlemen who have so kindly contributed to the amusement and instruction of those who have attended these evening meetings. The lectures have been already renewed for the present season, and will be continued weekly; and the committee trust that every person interested in the society will use his best endeavour to forward this most useful and interesting department of the objects for which it is constituted.

Your committee are beginning to find that in consequence of the increase in the number of members, and more especially of the great interest excited by the lectures, the accommodation afforded in the present house is not adequate for the wants of the institution. They look forward, therefore, to the probability that it will hereafter become expedient to take a larger house, and they entertain a sanguine hope that the society will eventually be enabled to build an edifice which shall be worthy of the principal scientific and literary institution of a thriving and populous city, and which shall be adapted to the important and useful objects with the advancement of which its origin and its present character are identified.

The necessity of increased accommodation in point of room is also much felt in reference to the purchase of philosophical instruments, and to the establishment of a museum; a project with regard to which great interest has been very generally expressed. In the present apartments of the institution it is difficult to make arrangements upon a satisfactory scale for the exhibition of objects, interesting as rare works of art, or productions of nature; and this is the more to be lamented as several gentlemen have already expressed their disposition to present contributions of this kind to the institution, as soon as proper arrangements shall have been made for their reception and preservation. Your committee trust, that during the ensuing year, they will be enabled to avail themselves of these kind promises, to dispose in a manner more suited for exhibition the present mineralogical cabinet, and to lay the foundation of a repository for such objects, to which each year will bring new acquisitions, and which will assist the student in his inquiries, by affording him the opportunities that a well-arranged museum supplies.

Your committee would say, in conclusion, that although the recent progress of the society has been more rapid than their most sanguine expectations had contemplated, yet they feel that in the very neglected condition of literary and scientific knowledge in this district of Ireland, the members of the society should consider themselves as having heretofore done little more than indicate the high and important functions which the Limerick Institution is destined to assume; and should strive unceasingly to render it the medium of diffusing, throughout the community by which it is surrounded, improved tastes, views enlarged by the acquisition of sound and useful knowledge, together with all the noble attributes and solid advantages which belong to moral and intellectual cultivation.

For the information of those persons into whose hands this paper may fall, and who, not being at present members of the institution, may desire to be made acquainted with the terms of admission to it, the committee think it right here to subjoin them:

The

W. S. O'Brien, Esq. M.P.

7 March 1836.

The subscription which entitles a person to become a proprietor is an annual payment of 2*l.* with an additional payment of 3*l.* 3*s.* on entrance for the purchase of the share, which is transferable. Yearly subscribers also pay 2*l.* per annum, in return for which they have access to the library and news-room, but are not admitted to the privilege enjoyed by proprietors, of taking books to their own houses, nor are they allowed to participate in the management of the institution. Officers of the army, while in garrison at Limerick, are admitted without ballot, upon payment of 1*l.* for each half-year during which they subscribe.

Committee for the year 1836:—Sir Aubrey De Vere, bart.; William Roche, esq. M.P.; William Smith O'Brien, esq. M.P; Thomas Roche, esq.; John O'Brien, esq.; Surgeon Wilkinson; Viscount Adare; Rev. Mr. Cussen; John Hogan, esq.; Cornelius O'Brien, esq.; Right Hon. Thomas Spring Rice, M.P.; Doctor Brodie; Surgeon Kane; David Roche, esq. M.P; William Monsell, esq.; Doctor Geary; Captain Sabine; Rev. Mr. Pinkerton; the Dean of Limerick; Robert Potter, esq.; Rev. Mr. Keating.

6628. Do you publish reports of the meetings in the papers?—Yes, occasionally; the newspapers are very obliging, and they sometimes give succinct notices of the lectures.

6629. Do you publish papers or transactions of your institution?—We have not as yet arrived at so high an advance, but our ambition contemplates something of that kind.

6630. Do you hold communication with the other Literary and Scientific societies in Ireland, at Belfast, Waterford, &c.?—I regret to say that hitherto we have not done so. I think it extremely unfortunate that such a communication has not been opened, as I am sure it would be productive of advantages, inasmuch as the interchange of literary men for the purpose of occasional lectures would naturally arise out of such meetings, and communications of the discoveries and improvements going on in particular sciences elsewhere would result also from such an interchange.

6631. Would you think it a desirable arrangement that they should be all organized as much as possible upon the same system, and placed under some general superintendence residing in the capital, for the purpose of more rapidly communicating any information they might require, or for the purpose of receiving such information?—I think it would be desirable that an institution in the capital, such as the Dublin Society, deriving aid from the public, should consider itself as a parent and fostering society of all institutions of a subsidiary kind; and if Parliament or Government should give any encouragement in the way of money, it would be very proper then to impose regulations. But the sort of assistance to which we are at present disposed to look, is rather in kind than in money; that lectures should be afforded, and that a house should be built.

6632. Have you any other public libraries besides that of the institution?—There is a library attached to the Chamber of Commerce, which is a most respectable body, comprising all the principal merchants in Limerick; and I think the existence of such a library rather tends to prevent the Limerick Institution from being carried to as high a point of progression as would be desirable, because the members of the Chamber of Commerce, feeling that they have a library of their own, are less anxious to join the institution, and the united efforts of both societies would enable us to secure, to a much greater extent, all the advantages which arise from union for the purposes of science.

6633. Are there any private libraries open to the public in Limerick?—There is no other library open to the public except that of the Mechanics' Institute.

6634. What number of booksellers have you in Limerick?—We have seven or eight booksellers; some of them very good.

6635. Are there any other institutions of a literary kind in Limerick?—There is the Mechanics' Institution. I received the other day, from the secretary, a statement of the expenditure and receipts, and a general representation of the advantage that would arise from public encouragement bestowed upon that institution, which I will, with the leave of the Committee, lay before it.

[*Witness here handed in the annexed document.*]

W. S. O'Brien, Esq. M.P.

7 March 1836.

Limerick Mechanics' Institute.

ABSTRACT of INCOME and EXPENDITURE from 19th January to 31st December 1835.

INCOME.	£.	s.	d.
1835: January 19th: Cash on hands	12	8	10
Quarterly members (115, at 4s. per quarter)	23	–	–
A quarter's rent from the Temperance Society	1	5	–
From yearly subscribers	29	17	11½
Donations	10	4	–
For hire of books	3	2	6
Total Income	£.79	18	3½

EXPENDITURE.	£.	s.	d.
By Cash paid for newspapers	7	14	6
Librarian's wages	14	–	–
Rent	10	–	–
Limerick Herald (old debt)	5	–	–
Books purchased	10	15	11
Sundries	13	17	9
Total Expenditure	61	8	2
Balance on hands, Jan. 1, 1836	18	10	1½
	£.79	18	3½

Patrick M'Donnell, Secretary.

The Mechanics' Institution has been in existence since the year 1825, and has undergone considerable mutations in point of prosperity and in regard of management. It can scarcely be said to be at present in a highly flourishing state, but it still exists, and there is the greatest anxiety among the classes to which it extends to give it a wider effect. There is a small library connected with it; a room in which the members meet, and two or three newspapers are taken. I believe it is attended, of an evening, by a considerable number of the operatives, but there are no lecturers; and here again I should say, that without giving perhaps money, which might possibly be subject to mal-administration and misappropriation, it would be desirable to encourage and meet any demand for lectures, or other assistance of a purely intellectual character, that might be required.

6636. Would you recommend that the Government should found or endow lectureships in these institutions, as they do professorships in different Colleges? —I think it would be very desirable that the Board of Education, or the Dublin Society, should have the power of paying gentlemen who have given their minds to such pursuits a specific sum for delivering a course of lectures in a particular place, and that it should be their business to secure the assistance of the ablest men in that way; and when a society, such as the Limerick Institution, or even the Mechanics' Institution in Limerick, was desirous of having a course of lectures, that they should meet that desire by sending down a lecturer; in short, that they should endeavour by every means to foster a spirit of intellectual cultivation.

6637. You would give to the National Board of Education a sort of general superintendence over all the Subsidiary educational establishments of the country? —Wherever they give assistance they ought to have control and superintendence, to a certain extent. In further allusion to the last question, I may say, that I prefer the plan of having a moving corps of lecturers to that of founding a lectureship, and fixing any one individual in it, because that lecturer naturally becomes old, and from being fixed to one spot his ideas are not so widely extended, and he does not become acquainted with the latest discoveries so well as those persons who are not so fixed.

6638. Would you require annual reports from them all to the Board of Education?—Certainly; the more active the superintendence in the way of requiring reports, &c. the central authority can be, the better. With respect to the Mechanics' Institution, I may add, that they have attempted, and are still very anxious to attempt, the establishment of a school for the education of the children of the mechanics, or even of the adult mechanics, but their funds have not been such as to enable them to maintain it.

6639. Mr. *Jephson.*] Is there any system of mutual instruction?—I am afraid that there is none. Indeed, the only thing I have heard of in the way of mutual instruction, by means of lectures given by operatives themselves, has been in the case of the Temperance Society. The members of the Temperance Society have met occasionally for the purpose of hearing lectures upon different branches of science.

6640. Have you perceived any marked change in the intellectual character of the different classes of society in Limerick since the establishment of these institutions?—As yet there has been so little progress that there can have been but little

W. S. O'Brien, Esq., M.P.

7 March 1836.

change; but I think there has been of late an altered feeling upon the subject. I think that formerly the attempt to form any thing of a literary re-union was rather ridiculed; whereas at present it has become the fashion, and I have no hesitation in saying that the existence of the institution will have the effect of directing the minds of the young persons in Limerick to pursuits of a literary kind. With respect to the mechanics of Limerick, I can only speak to a very eager desire on the part of a great number of persons among them to have their intellectual condition raised.

Lunæ, 28° die Martii, 1836.

MEMBERS PRESENT.

Mr. Wyse.	Sir R. Ferguson.
Mr. O'Brien.	Mr. French.
Lord Mahon.	

MR. WYSE, IN THE CHAIR.

Joseph Henry Jerrard, LL.D. called in; and Examined.

J. H. Jerrard, LL.D.

28 March 1836.

6641. YOU are a Fellow of Caius College, Cambridge?—Yes.

6642. You have had frequent opportunities of judging of the existing plans of education, and the means by which they might be improved?—I have.

6643. In what situations?—I was at one time a student of Trinity College, Dublin, where, having gained a scholarship, I took my degree, and read a considerable portion of the fellowship course; I afterwards passed entirely through the University of Cambridge, where I resided seven years, and latterly filled the office of classical lecturer of my college, so that I have had a full opportunity of comparing the two systems of university education. In addition to this, I have for more than five years past been engaged in working out my own ideas of education as principal of Bristol College.

6644. What is the constitution of the college at Bristol?—It was founded by a body of shareholders, who have elected from among themselves a council, consisting of about 30 persons; these are entrusted with the power of managing the funds, of appointing the officers, and exercising a general control over the institution.

6645. Into how many classes is the college divided?—There are, in the first place, two departments, which we call the senior and junior departments, and which are kept perfectly distinct from each other. There are three classes at the senior department, and four at the junior.

6646. How many professors are there?—Six regular masters and seven occasional teachers.

6647. Is it supported by the shares of the shareholders, conjointly with the fees from the scholars, and without any assistance from Government or from the City?—Yes, without any external assistance whatever; its only permanent support is derived from the fees from the students; the shares were intended, after meeting the necessary expenses attendant on the first starting of the college, to be applied to the sole purpose of building.

6648. Have they yet erected a building, or is the building on lease?—Merely on lease, and for a short term, which has nearly expired; the council are at the present moment taking steps towards the erection of a building.

6649. To any extent?—Yes.

6650. What are the powers which the council exercise in controlling and directing the institution?—They are not very well defined; the financial concerns are exclusively under their care, but they have given up the entire management of the instruction and discipline to the principal, reserving however to themselves certain general powers, the limits of which are hard to be ascertained, and the opinion as to the extent of which seems to vary as the council varies. It is obvious, that in a body constituted as the council of the Bristol College is, where a third of the entire number goes out every year, and where the shares are transferable, there must always be a danger that the new council will not consider themselves as bound by all the opinions, or even by the decisions of their predecessors; and that unless some effectual means can be taken for guarding against such inconsistency, it must be extremely difficult, if not impracticable, to arrive at anything like a satisfactory constitution.

J. H. Jerrard, LL.D.

28 March 1836.

6651. Mr. *O'Brien.*] Are the third that go out re-eligible?—Yes, they are.

6652. They are chosen from the whole body of shareholders?—Yes.

6653. What is the number of the shareholders?—Between 150 and 200.

6654. What is the amount of the shares?—£. 50. each.

6655. Are they transferable?—Yes.

6656. What is the total capital so raised?—If the whole number of shares were taken, which they are not, it would amount to 15,000 *l.*; but, in fact, it is, I believe, about 11,000 *l.*, of which about 1,000 *l.* have been expended in fairly starting the college. The council, however, in order to raise, for the purpose of erecting a building, a larger sum than they can at present command, have lately proposed to institute new shares of 25 *l.* each.

6657. Have they obtained a private Act?—No, nothing of that kind has been done; we have had no external support whatever.

6658. The society, then, is not incorporated?—No, it is not.

6659. *Chairman.*] Does the council meet periodically, or only in pursuance of a requisition for transacting business?—They meet regularly once a fortnight, and have also special meetings at other times.

6660. What are the subjects which are supposed to be chiefly under their control?—Chiefly matters of finance; they are the trustees of the shareholders, and finance is exclusively their department; but they also discuss certain matters relating to instruction and discipline, and question the principal respecting them.

6661. Is the attendance of the council generally numerous?—No, rather small, except on very important occasions.

6662. Are the professors *ex officio* members of the council?—No.

6663. They have no voice or interference whatever?—They can make reports to the council (through the principal) on matters not relating to instruction or discipline.

6664. Are they subject to the control of the council?—Some time ago, a form of constitution was drawn up, in which the principal was recognized as the sole responsible officer of both departments, the other officers being responsible to him; so that directly the council do not, in fact, exercise control over the other professors; the only one who is supposed to come in contact with them being the principal.

6665. Are they paid fees by the pupils, or salaries by the council?—Fixed salaries by the council.

6666. Are the salaries graduated according to the class, or according to the age or the period for which the individual has been in the institution?—The fees at the junior department are rather lower than at the senior, and the salaries of some of the officers are partly dependent upon the number of students; but not at all so till that number has reached a certain point, and even then only in a slight degree. For instance, the salary of the principal is 500 *l.* a year, and is not to increase till the number of students reaches 200, and then only 1 *l.* a year upon each student after 200.

6667. Is that the case with all the other professors?—There are only two others whose salaries are at all contingent upon the number of students, viz. the vice-principal, and the head master of the junior department. I think that part of the system has not worked at all well; I have frequently felt that an augmentation of the number of students increased, without adequate compensation, the labour of the officers, and that a diminution of that number exposed the institution to the risk of failure. I have known an instance of a proprietary establishment, (the income of which was nearly, though not quite, equal to its expenditure,) which would in all probability have been given up by the shareholders (no building having been erected), had not the officers come forward in a body, and declared themselves willing to carry it on for a time with diminished salaries. My strong opinion is, that the salaries of the officers ought to be made solely dependent upon the number of pupils.

6668. Mr. *O'Brien.*] Attending the particular classes?—No, attending the institution generally; except in the case of the extra professors.

6669. Do you mean to propose that all the fees derived in the aggregate from the pupils should be carried to a general fund, and divided in certain proportions among the professors?—I think the whole receipts from the students ought to be divided into two portions; one part to be assigned to the officers, in the ratio of their respective salaries, and the remainder to be retained by the council for the payment of the interest of the shares and the current expenses of the college.

6670. Would

6670. Would not such an arrangement tend to diminish the zeal of the individual professors, and to diminish their anxiety to increase the number of their pupils?—I think it would have precisely the opposite effect, because then the salary of each professor would be increased by every addition to the number of the students.

6671. Whatever benefit in the way of finance would result from his own individual exertions would only be shared by him in common with the rest of the professors?—The distinction I wish to make is this: there are certain regular officers who act together, and who in their respective departments lecture in fact the same classes upon different subjects. It is only these officers whose salaries, I think, ought to increase conjointly. With respect to the extra professors, who have separate independent classes, I think their incomes ought to depend entirely upon the number of their pupils.

6672. You are understood to say, that a boy entering the establishment is compelled to attend to a certain course of education, in which a number of professors are combined in the instruction which he receives, and that in addition to such instruction he has an opportunity of attending lectures upon other branches of science?—Yes.

6673. Do you conceive that such an arrangement is more eligible and more popular than allowing a young man entering the establishment to apply himself to any particular branch of science, or to place himself under the instruction of any particular master, as is done in the Belfast Institution?—I think there ought to be a certain course, which all the regular pupils should be bound to attend; but that also facilities should be afforded to students, (particularly to the more advanced ones), for attending the occasional courses of lectures. Perhaps while they are very young, and before their tastes are strongly formed, or their talents have taken a very decided bent, it would be better to require them all to attend, what might be considered as the essentials of education; but when they have reached a certain age, I am decidedly in favour of allowing them to make a selection.

6674. Then in fact there are two classes of pupils; those who belong to the establishment more peculiarly, and those who merely derive from it the advantage of occasional lectures?—Yes; but as yet we have had very few occasional students.

6675. *Chairman.*] Do you approve of the system followed in some schools, of the teacher accompanying the pupils from the elementary to the more advanced portions of education, beginning with a certain number of pupils, and continuing with them, class after class, though each class embraced different subjects of instruction?—No, I do not approve of that plan; I have two objections to it; one is, that I think it would be difficult to obtain teachers who would be capable of instructing in the very best manner through so many different subjects; and in the next place, I think that great benefit arises from bringing the minds of the students in contact with the minds of a number of different teachers. I think it is very desirable that particular teachers should be responsible for the advancement of a class in certain subjects; but that in other subjects the same class should be instructed by other teachers. We thus combine the responsibility of the teachers with the advantage derived to the students from being brought into contact with different minds.

6676. Do not you see this advantage in such an arrangement, that it gives the teacher an opportunity of studying minutely the intellectual and moral powers and inclinations of the individual, which can scarcely be hoped for from a teacher through whose hands passes a succession of pupils who remain with him only one year?—I do not mean to limit the time that the class should remain under the instructions of one teacher to one year, but my idea is that they should be during several years of their course under the same teachers, being instructed by them in different subjects, and not exclusively committed to any one teacher. For instance, the students of our junior department are all instructed in different branches of education, and at different times, by all the masters of our junior department, and so with respect to our senior department; I speak now of the regular masters, those who are constantly employed in teaching what we consider the essential parts of education.

6677. Then you would combine the two principles, that one teacher should continue for a certain number of years with a class, conducting them through those departments for which he was qualified, and that in certain portions of science that required greater developement there should be extra professors, in order to carry on the pupils in those departments, if they wished to take advantage of them?—I am of opinion that there should be professors more highly qualified

J. H. Jerrard, LL.D.

28 March 1836.

in particular departments, to whose care the pupil might be occasionally transferred, without being altogether withdrawn from any of the regular teachers.

6678. What are the defects you have observed in the working of the proprietory system?—The government of it, I think, is exceedingly defective, as might be expected from the very constitution of the council. In the first place, they are, of course, men of high respectability of character and general intelligence, but as a body they are very imperfectly acquainted with the art of education, particularly of collegiate education, and yet they are desirous of exercising over that department a direct control. Here, then, we have a body of men undertaking to superintend a department of which, as a body, they must necessarily be very incompetent judges. They are also a fluctuating body; and even where individual members remain the same, there is no sufficient security for a permanent continuance of the zeal with which they may have at first taken up the cause of the institution; thus their attendance is apt to become very irregular, especially as most of them are men actively engaged in commercial or various professional pursuits. Many evils arise from this cause; for instance, one quorum will adopt resolutions, which may be afterwards reversed by another quorum, very few of the entire number being at all intimately acquainted with the laws and regulations which they themselves are supposed to have made. The consequence is, that there is great danger of frequent collision with the principal, to whom they will at one time give authority which they will perhaps unconsciously endeavour to take from him at another; and therefore, without any ill-feeling on either side, perhaps with the greatest friendship, mutual respect and esteem, a state of things will be produced unsatisfactory in itself, and extremely harassing to the principal, owing to the deep stake he has in the prosperity of the establishment.

6679. Mr. *O'Brien.*] In what way can such collision arise; is it with reference to the course of instruction or the discipline of the school, or the manner in which the pupils are taken care of?—Chiefly with respect to the instruction and discipline, perhaps more frequently with respect to discipline. Many persons who know little of the higher branches of instruction, and who may be perhaps aware of that circumstance, nevertheless think they understand a great deal about the general management of boys, and some of them have peculiar ideas upon that subject, which they are desirous of seeing carried into effect; besides which, there will be always found in so large a body some persons who will fancy that their own ideas even of instruction are superior to those upon which the officers are acting, and they will endeavour to press their views upon the principal; and those individuals, by constantly attending the council, while others are irregular in their attendance, will often, at length, when a favourable opportunity presents itself, induce the council to adopt resolutions at variance with the system pursued by the principal.

6680. Admitting that the council may not be competent judges, in regard to instruction, may it not be contended that in regard to the management of the pupils, and the general discipline of the school, and the regulation of the finances, they would be at least as well qualified judges as professors ordinarily are found to be?—With respect to the finances, they may be as well, or perhaps better qualified, but with respect to discipline, I should say decidedly not; I do not think that a man is fit to undertake the management of education who has not studied discipline as a science, and who is not better acquainted with it than any person can be expected to be, who has not devoted to it much and long continued attention. To the case of one who has been for some years actually engaged in the business of education, these observations apply with tenfold force.

6681. *Chairman.*] Do you think that the inconveniences which you have pointed out could be obviated by a code of regulations, fixed on at the commencement of a school, defining explicitly the powers which the council should exercise, and the powers which should be conferred on the professors?—One would think that they could be so obviated, but from my own experience I have found that such expectations are illusory. Not again to dwell on the fluctuating nature of these bodies, and the tendency in new councils to depart from the decisions of old ones, there will be found in them a great reluctance to bind themselves down by very strict regulations, and to give up in an unqualified manner all the requisite authority to the principal, even though they may retain the power of dissolving their engagement with him at the end of any year. There will be sure to be in their code some vagueness of expression, some loop-hole for getting out of a difficulty.

6682. You think then, that in order to give a permanent sanction to regulations of that

J. H. Jerrard, LL.D.

28 March 1836.

that kind, that there should be some controlling and superintending body?—Decidedly so. We have here the council on the one hand, and the principal on the other, each claiming the supreme authority in matters of education; I think, therefore, that it is absolutely necessary to introduce some common superior, by whose decisions both must abide.

6683. Lord *Mahon.*] Would not that in some measure supersede the necessity of a council at all?—Certainly, in matters of instruction and discipline.

6684. You think, therefore, that the management might be by the principal, and by some central authority?—So far, I think it might; at the same time, I do not mean to give any opinion against the existence of a council, subject to the authority I have mentioned.

6685. Mr. *O'Brien.*] Have we not seen in a variety of cases, where permanent salaries have been allotted to the masters, and where such professors have been subject to no regulation or control on the part of a local body, that a system of lethargy has crept into the establishment by degrees, and sometimes even of abuse; and has not the supervision of a council rather a tendency to keep alive the professors to their duty?—I do think that the advantage you speak of will arise from the existence of councils, and that with the assistance of a controlling power the evils at present attendant upon the proprietory system may be avoided.

6686. *Chairman.*] Do you think that could be practicable, so long as the council are shareholders, persons who have paid money, and who in virtue of that payment require a control as a *quid pro quo* for their contributions?—I do not think the council would be induced to surrender any portion of their authority to a third party, unless they received some equivalent for it; but if the Government should offer to confer upon their institution some privilege, which should exalt its character and extend its usefulness, on condition of their doing so, I cannot believe they would hesitate about acceding to the offer.

6687. Then you do not think that inconvenience would extend to colleges organized by the Government, under the superintendence of a general board, and administered by a local council under the control of the general board?—Unquestionably not; but it appears to me that, in order to establish a proper government of proprietory institutions, the only change absolutely required is this: that the principal should receive his appointment from the Government, and thus be made independent of the council.

6688. Lord *Mahon.*] You state that one great objection which you feel to the council is the collision between them and the principal; might not that be obviated in another manner, by making the principal very much dependent upon the opinion and judgment of the council?—The effect of such a course would be, that the character of the institution would sink altogether, and the officers would become a very inferior set of men. I do not believe that you could get any person really qualified to fill the office of principal, who would consent to act completely under the control of a proprietory body. In an institution where so many individuals claim more or less a right of interference, it is absolutely essential to have a very strong executive; but in the case you suppose, the executive would be of the most feeble description possible; there would, in fact, be no person who, on emergencies, could act upon his own judgment and responsibility; but there would be perpetual interferences on the part of a large directing body, and hence would arise endless delays, wrangling and confusion.

6689. *Chairman.*] Would you think the council qualified to direct the principal of an institution for education?—Certainly not.

6690. Lord *Mahon.*] Why should you think that a gentleman of character and respectability should be more unwilling to be governed by other gentlemen in his neighbourhood, than by other gentlemen in a central board?—For the same reason that the physician of an infirmary, while he would be willingly subject to a central board of physicians, would not like to be directed in his professional practice by the governors of the infirmary; he would have no objection whatever to their seeing that he attended to his duties, that he was at the infirmary a certain number of hours in the day, and so forth; but he would decidedly object to their attempting to dictate to him as to the details of his professional practice. So with respect to the principal of a proprietory establishment. He has no objection to a general surveillance over him, and to the council seeing that he does his duty; but he does and always must decidedly protest against anything like dictation on the part of an evidently incompetent body. It is his profession, and it is not theirs.

J. H. Jerrard, LL.D.

28 March 1836.

They may be men well educated, some of them even highly educated; but they are not educationists, as he must be.

6691. Is not the instance you have given rather against your opinion; because is not the physician at an infirmary completely under the control of the governors; cannot they dismiss him at pleasure, and have they not the control of his appointment, and do they not practically exercise the greatest influence over him?—Not in his profession; they do with respect to his appointment, and also with respect to his dismissal, if serious charges are brought against him; but they do not attempt to exercise any control with respect to his management of his patients.

6692. You stated that the council was manifestly incompetent, and yet you admit that they might be highly educated; now, if gentlemen are highly educated, are they not good judges of education in others?—Admitting that many of them may be highly educated, few, if any, will be at all qualified to direct education.

6693. Why?—Because they may be themselves very well instructed, and yet not have studied the science of instructing others.

6694. Can people have obtained information without its being taught to them; must they not have gone through a good system themselves?—Not necessarily; they may have gained a great deal of knowledge, and yet not have been instructed upon a really good system. They may have gained knowledge in spite of many disadvantages. Such persons are apt to be partial to the particular methods in which they have been themselves instructed, and to wish to see them adopted. Others may be desirous of forcing upon the principal certain things appearing in themselves reasonable enough, and yet inconsistent with other parts of his system, which in order to be effective must be uniform. The principal will of course be very glad to receive suggestions from the council, and to incorporate them as far as he can in his plan of instruction; but he will be very unwilling to receive anything from them in the shape of dictation. To do so, he would conceive to be a virtual acknowledgment that he was unfit to fill his station.

6695. Is your opinion of those councils formed from theory or from observation?—From decided experience.

6696. Mr. *O'Brien.*] What advantage does the shareholder receive in your institution as an equivalent for the sum he has subscribed; has he the power of nominating pupils paying a smaller amount of fees; or is he only rewarded by his participation in the general control of the establishment?—He has the privilege of nominating pupils, and is also entitled to interest for his shares.

6697. What advantage has he in the power of nominating pupils; does the pupil so nominated pay a less amount of fee than the other pupils?—Yes; at our senior department the regular fees for the essentials of education are 21*l.* a year, but for those who are nominated by shareholders only 18*l.*

6698. And what amount of interest does he receive upon his share?—An interest not exceeding four per cent.

6699. *Chairman.*] Supposing the interest should be greater than four per cent., that would go to the institution?—I believe that is the intention.

6700. Mr. *O'Brien.*] Do you think that those advantages, independently of any share in the management, would be sufficient to induce persons to come forward and subscribe their capital?—Under the circumstances already alluded to, I think they would; particularly as I do not object to a species of control, which shall not extend to any dictation whatever upon points of education and discipline.

6701. In what manner would you define the limitation of the control on the part of the council?—To the management of the financial department, and also to the power of reporting the principal to the central board, in case that his neglect of his duty, or some such cause, should appear to them to render such a step necessary.

6702. Do you think that a proprietory could be found, giving them only that control, sufficiently anxious for education to contribute largely to the establishment of a college?—I have little doubt that there could, if some equivalent were given them for surrendering the particular kind of control which they are now inclined to exercise; suppose a charter were to be given them by the Government upon those conditions.

6703. Mr. *O'Brien.*] Have you applied for a charter in the case of Bristol?—No.

6704. Why not?—Some inquiries have been made upon the subject; but no

no formal application has yet been made, as it would have been considered premature.

6705. *Chairman.*] Suppose it was in question to establish colleges in any of the principal towns of this country, or of Ireland, would you recommend in preference that the Government should establish the college, that the town or the district should support the college, and that a council appointed either by the town or by the contributors should have the administration of its finances, and that control which you have just suggested over the principal, the Government retaining in its hands the appointment of the professors, and the professors' body themselves filling up the vacancies, and separating that control entirely from the control of the council?—I think the plan suggested, though not altogether unobjectionable, would probably work well.

6706. Mr. *O'Brien.*] You appear to contemplate the possession by the principal of a somewhat autocratical power; do you prefer that to a *senatus academicus*, in which the corporation of professors shall act in unison together?—I think that in very large institutions, in which the professors lecture advanced students at different hours, and are altogether independent of each other, a *senatus academicus* may possibly answer, though I cannot speak in this matter from experience; but in an institution like Bristol College, where the officers are brought into immediate contact with each other, where they are simultaneously engaged in lecturing the students, and where parents look to the institution as answerable during a great portion of each day for the moral conduct of their children, I am quite sure that any division of authority would prove impracticable; that there must be one responsible officer, one executive, who shall have the power of at once deciding all points. Great caution will of course be requisite in the appointment of a principal, but when once appointed the whole responsibility ought devolve upon him.

6707. You have stated that you would intrust to some controlling power the appointment of the professors; to whom would you commit the appointment of the professors and the other officers of the institution?—Judging from the feelings which prevail in Bristol and other places with which I am acquainted, I should be inclined to intrust the appointment of the professors to the council, subject, however, to the sanction of the principal. In order to secure the zealous and hearty co-operation of a respectable body of gentlemen in the neighbourhood in support of the institution, it would be desirable to leave in their hands all the authority which they could beneficially exercise.

6708. Supposing it was not a proprietory establishment, but an establishment founded by Government; in such a case as that would you commit to the council the choosing of the professors, particularly as you have already stated, that for the reasons you have mentioned, they are not competent to ascertain the best courses of instruction?—If the professors are recommended or sanctioned by the principal, I think that the argument drawn from the incompetency of the council to judge themselves of the qualifications of the teachers is done away; therefore, when the principal is appointed by the Government, I do not see the necessity of the other professors being so appointed; at the same time certain advantages would arise from that circumstance; for instance, it might be the means of giving a greater dignity to the professorships; and there are local circumstances in which that might be a more desirable object than the other object which would be gained by the plan I am inclined to recommend, namely, the hearty co-operation of a body of gentlemen in the neighbourhood, who would probably take a more lively interest in an institution in which they felt that they were exercising a degree of responsible power; but in all cases in which a difference of opinion might exist between the council and the principal, it would prevent all unpleasant consequences if the Government had the power of supplying the vacancy.

6709. Would you intrust to the body of professors collectively the selection of the professors in case of a vacancy, leaving, if necessary, a veto in the hands of the council?—I am inclined to give the preference to the plan which I have already suggested.

6710. The first object in the choice of a professor being that he should be well qualified for his situation, do not you think that the persons most competent to decide upon such qualifications are the professors themselves, and that they ought to have in their hands the power of the first selection, at the same time that you would leave to the council, upon the ground of individual objections to the moral character or other circumstances, the power of rejecting the individual?—As the

J. H. Jerrard, LL.D.

28 March 1836.

principal must have a control over the other officers when appointed, it might be imprudent to give the juniors the power of forcing upon him a professor of whom he could not entirely approve; this would tend to break that unity of plan so essential to the wellbeing of the institution, and to excite party feelings.

6711. Lord *Mahon.*] Would it not in some cases be very desirable, upon a vacancy occurring, to appoint one of the professors from a lower professorship to a higher one?—Most certainly.

6712. Should you in that case think the person who might be promoted a good person to decide upon it himself?—Each professor must be excluded from a vote in his own case.

6713. How would you know before the election commenced whether it would fall upon some one of the professors, and how could you, therefore, tell whom to exclude?—If any of the professors were candidates for that situation, they might let it be known to their brother professors.

6714. Is there not such a case as a *nolo episcopari* honour being thrust upon a man, and a man shrinking from the office?—All these are additional objections to the plan of election by the officers.

6715. *Chairman.*] Would you prefer this arrangement, that in case of a vacancy the principal or the body of professors should send up three names to the Government, the Government to select one of them?—Speaking in reference to proprietory establishments in England, I am in favour of the local council being invested with as much authority as I think can be beneficially intrusted to them; but I can easily conceive, that when the state of public opinion is different from what it is in most of the cities in England, and where there is not so much jealousy of the interference of Government as there is in most parts of this country, the mode you propose, so far as it relates to the principal, may be the most eligible; but I am opposed to any arrangement which might create division among the officers themselves.

6716. Would you recommend, previous to the selection of a professor, that he should pass through a particular course of education, and should submit to a particular examination?—I think it would be highly desirable that he should have passed through a particular course of training for his office of teacher; I am quite sure that if he has not done so he must pass through it at the institution to which he is appointed, after his appointment has taken place, and that until he is trained up to the right point the institution will suffer from his want of experience. This will hold good, whatever may be the extent of his knowledge in other respects.

6717. Then, would you consider it desirable to have, as a qualification for a teacher, the having passed through a normal school for collegiate as well as primary education?—Certainly.

6718. You think that normal schools for academical and collegiate education require to be established just as much as those for elementary?—Yes.

6719. Could you give the Committee any idea how you would conduct such an establishment?—When I heard of the intended appointment of a board of examiners to the metropolitan university, it appeared to me highly important that that board should not be occasional and fluctuating, but consist of a permanent body of functionaries, to whom the public might look as, under Government, the supreme directors of the new system of education; but the difficulty arose of finding constant employment for them, as the examinations for degrees would occupy only a small portion of their time. At length, it occurred to me, that an opportunity here presented itself of establishing (what I had often felt to be greatly wanted) a normal school for superior education. As those examiners must be eminently qualified men in their respective departments, it appeared to me desirable that they should deliver courses of lectures in such an establishment upon the higher branches of education, some of them teaching the science of education and others giving lectures of the highest kind, in their respective departments of literature and science. And why should not those who intend to make education their profession be required to pass through a certain course, and undergo a final examination at the normal school; and why should not a certificate of having passed that examination be, if not a *sine qua non*, at least a very great recommendation, upon their presenting themselves as candidates for situations in the new colleges.

6720. You would separate this normal school from a normal school for elementary education?—Yes.

6721. Would you place it under the immediate control of Government, or attempt

attempt to establish it by public subscription?—The normal school might be best placed under the immediate superintendence of a board of examiners, appointed by Government.

6722. Would you require besides this previous qualification, the having passed a particular course of public examinations at the college, at which they are to be chosen previous to the appointment of a professor?—I should conceive that the having a certificate of qualification from a normal school would be quite sufficient, without an additional examination at the establishment itself; besides, there are many men highly qualified, who do not like to submit to such examinations.

6723. Then you think examinations of that kind suddenly taken up are not always good criteria of a man's talents?—Not always; they can hardly be made a test at all of the highest quality of the intellect where it exists, original genius. In most cases, however, you may form a tolerably correct opinion of a man's attainments and powers by a good examination; but a much more satisfactory criterion would be, the having had those frequent and long continued opportunities of judging of his capabilities, which would be afforded in a normal school.

6724. Mr. *O'Brien.*] Are not, in point of fact, our universities, to a certain extent, normal schools; that is to say, that a person who has obtained a reputation of having taken high honours, carries with him an introduction to any establishment where he becomes a candidate for a professorship?—I grant that to a certain extent they are so; and that men, who have gained high honours, must be considered as in point of information qualified to fill professorships; but this does not answer all the purposes of a normal school, because, although well educated themselves, they have not been instructed in the science of education; and to our English universities (and more especially Oxford), being regarded as normal schools, even in this limited sense, there is this great objection, that many of the candidates for such situations will no doubt be Dissenters, who being excluded from degrees at both the universities, rarely avail themselves of the opportunity which Cambridge affords them of competing for honours.

6725. Is not that a strong reason for allowing Dissenters to enter into fair competition for honours in the universities?—It is so.

6726. *Chairman.*] You have stated that a person may be educated in the university, and have attained great eminence, and still not be qualified for teaching; do you think that evil could be obviated, and the necessity of the normal schools for collegiate education be superseded, by attaching to the university a faculty of education consisting of professorships, and the other appointments to which you have referred, so that a student in the university proposing to dedicate himself to collegiate education, would have an opportunity in the university itself of pursuing that branch?—The theoretical part of the subject might be so taught, but the objection just alluded to remains in full force.

6727. Mr. *O'Brien.*] Is there not danger, when you invest the government of any country with the powers contemplated in the establishment of a normal school, acting under its directions, that the government may apply it to purposes inconsistent with the free spirit of the people, or inconsistent with the constitution of the country?—According to the plan I have proposed, it is only in the case of a final disagreement between the council and the principal that the appointment of the professors will devolve upon the government. It appears to me that in practice this would be a sufficient check upon the government, were it inclined to force upon the council men whose principles were not acceptable to them.

6728. Lord *Mahon.*] Then are the Committee to understand that one of the objects of the council is, that they should have a sort of political superintendence of the candidates, and that they should ascertain whether their political principles agree with their own?—When I spoke of certain principles not acceptable to them, I had chiefly in my mind certain theories of education, of which they might not approve. I was supposing the possibility of a government being desirous of pressing a certain education upon the country, probably from political motives, which might not be liked by a body such as the council of a proprietory school; and I wish to have the council invested in some degree with the power of preventing a system of education from being forced upon them, as it is upon the people in Prussia. While I think it of great importance that politics should not be mixed up with education, I wish there to be some check upon government, to prevent them from converting the normal schools into engines for promoting their own political views; because we know that principles of education may be laid down, with an ultimate view to politics.

J. H. Jerrard, LL.D.

28 March 1836.

6729. Can you give an instance of that?—For instance: suppose certain books on political economy were required to be read, inculcating certain political maxims, which it might be the wish of government to introduce into the country, I can easily conceive an objection on the part of some local councils to appoint a professor of political economy who had been educated in a government school.

6730. Mr. *O'Brien.*] Does not the case of Prussia furnish a good illustration of the influence of government being exercised in a certain direction, through the medium of the general superintendence with which it is invested over the educational establishments of the country?—I think so.

6731. And you would consider it inconsistent with the spirit of our institutions to invest the British Government with a similar control?—To a certain extent. At the same time, in a country where the government is so much under the control of popular opinion, the danger is less than might at first appear.

6732. Lord *Mahon.*] What do you mean particularly by the science of education?—One very important part of it, is the power of maintaining discipline; another, is the power of communicating in the best and most intelligible manner, to persons of different ages and capacities, the information which we ourselves possess. It is well known that many persons of the very highest talent are very deficient in the art of instructing others, not only *viva voce*, but even in books. Many books written by men of first-rate science are by no means well adapted for general use; and many men of the highest attainments are incapable, from want of experience, of communicating their knowledge effectively, even to persons of information and mature age, much more to boys.

6733. Do you believe that this science is to be learned in any other way than by practice?—The question now proposed suggests to me an advantage which the normal schools would possess over professorships at the universities, which is this; that they would afford facilities for enabling those who were to become professors, actually to instruct and superintend others who were younger than themselves.

6734. Are you aware that there is such a practice at the universities, in the case of young graduates taking private pupils?—Yes; for I myself, as a graduate, took private pupils.

6735. Do not you think that system fulfils the advantages which you look forward to from the normal schools?—Certainly not; the private tutor exercises very little control over his pupils, whom he meets on nearly equal terms, merely lecturing them for an hour each day, and seldom being at all responsible for their moral conduct. Besides which, his object is rather to train them up to pass a particular examination, conducted on certain known and established principles, than to give them instruction in what he may conceive to be the best and most desirable way.

6736. *Chairman.*] The most material part of education being the moral, and it requiring an extremely well qualified teacher to conduct that department properly, it would of course be necessary that he should obtain a competent knowledge and experience in that department?—Undoubtedly.

6737. Do you think that that could be so well obtained in the university, under its present system, or even with the addition suggested of an educational department, as it could be in a normal school?—Certainly not; because in the university a number of practices have grown up, which could be avoided altogether in the normal school; which latter might be constituted much more favourably, as regards the moral training of the students, than I conceive it possible for the old universities to be.

6738. Mr. *O'Brien.*] Your answer, however, contemplates the continuance of those various arrangements in the university, which you think may impede the good conduct of the pupils, or their general advance in literature and science?—I think there are great difficulties in the way of exercising effective moral control over the students of universities constituted as ours are.

6739. Supposing that we take an establishment, in which the pupils, as in the London University, do not reside necessarily under the eye of the masters, but merely attend the lectures in the establishment; your objection would not hold good in such a case as that, because, in point of fact, there is but little superintendence over the moral conduct of the pupils?—My answer applies more particularly to institutions such as the one which I myself superintend, where the moral training of the pupils is a very important part of their education, and where they are, during a very considerable portion of their time, under the immediate care of the masters.

6740. In the institution over which you preside, are the pupils entrusted to your care

care as boarders, living under your inspection at all times, or does your institution merely provide for young persons who may belong to the town, or who may live with their friends in the town, those facilities of education which access to lectures and school training at certain hours may afford?—The primary object is certainly to educate those of the town; but another and important object is the providing of establishments for boarders. A considerable number of our students come from a distance; they are lodged in boarding-houses, which are under the immediate direction either of officers of the college, or others who are approved of by the council; and all of them are under the general superintendence of the principal, he being responsible for the morals and good conduct of the pupils in those establishments.

6741. *Chairman.*] Would it not be more desirable to have those boarders in the institution itself, than to have them dispersed through the boarding-houses in the neighbourhood?—No; I think the having a number of boarding-houses is an advantage, for this reason: that in that case boys are not congregated together in large masses, and therefore their morals may be more effectually superintended. I conceive that great evil results from boys being thrown together in large numbers during those hours when they are not under the immediate eye of their masters; a false law of opinion, and a number of bad habits are sure to grow up among them; these may be easily checked and controlled where they are in small bodies, and, as in families, completely brought under the influence of the sentiments of their seniors. We endeavour, as much as possible, to make them regard those boarding-houses as their homes, in which light they obviously could not consider the institution, were they all to be lodged together within its walls; and they would lose that feeling of sympathy and confidence which experience has shown me may exist between them and the heads of the boarding-houses, and which is attended with the happiest effects.

6742. Do you find much difficulty in superintending those boarding-houses?—It is certainly a very serious charge, and occasionally a source of some anxiety.

6743. Do not you think, under those circumstances, that it would be better to abandon altogether the attempt to interfere with the domestic arrangements of the children, when they are not immediately at school at the appointed hours for education?—No; I find a very great advantage arising from the boarding-houses, both in preserving morals and in maintaining discipline. Family prayers are read there every morning and evening, and the moral and religious improvement of the boarders is strictly attended to; besides which, I can communicate freely with the heads of the recognized boarding-houses respecting the pupils under their care, and rely with confidence on their reports, and occasionally avail myself of their assistance in carrying into full effect certain kinds of punishments; for instance, in preventing a boy while in disgrace from associating as usual with his fellow-students.

6744. Lord *Mahon.*] Does your establishment comprehend various religious persuasions, or is it confined to one?—Students of all religious denominations are admitted into our establishment.

6745. How do you provide for the religious instruction of different persuasions?—That was a point which presented much difficulty, and gave rise to no little controversy at the origin of our institution; but, at length, the following arrangements were made: it was decided, that the Scriptures should be read every morning to all the students; and that the Greek Testament should be a class book. It was then conceded by the Dissenters that those members of the council who belonged to the Church of England should form themselves into a theological Committee, and appoint a lecturer for the purpose of giving special religious instruction (within the walls of the college, but out of college hours) to the students of the established church.

6746. Mr. *O'Brien.*] Is there any similar instruction given to the children of Dissenters, or to the children of Roman-catholics?—No.

6747. Lord *Mahon.*] Have there ever been any Roman-catholics in your establishment?—I think there has been but one.

6748. Then the Dissenters receive religious instruction at home, and from their ministers; and there is no religious instruction given to them in the school itself?—None in their peculiar tenets.

6749. Does any inconvenience arise from that arrangement?—I have not heard any complaints whatever on the part of Dissenters; I have heard complaints, on the part of some members of the Church of England, that the system is not sufficiently

J. H. Jerrard, LL.D.

28 March 1836.

ficiently exclusive; but the Dissenters have always shown great forbearance, and have evinced no discontent at the advantage thus enjoyed by the members of the established church.

6750. Mr. *O'Brien.*] On what ground do the members of the Church of England complain?—A common ground of objection is, that Dissenters are not excluded from the professorships; at the same time, I should observe, that hitherto the visitor, principal and vice-principal have been churchmen, and two out of the three have, during the greater part of the time, been clergymen. In the advertisement for our present vice-principal, it was expressly stated, that a gentleman in orders would be preferred.

6751. Then, it is not from any great solicitude for the religious education of Dissenters that they make this objection?—I have never heard any such solicitude expressed.

6752. Lord *Mahon.*] Do you ascribe this complaint to theoretical grounds, or have those complaints resulted from any want of moral culture on the part of those Dissenters?—Certainly not; there has been no complaint of anything of that kind whatever, and I am quite sure there would be no just foundation for any such complaint. It is admitted that the Church of England lectures at the college, as given by the Rev. J. E. Bromby, are most efficient; and some time ago, the Rev. W. D. Conybeare, our visitor, delivered within the walls of the college a course of theological lectures, which have been published, and which are fast assuming their rank as a standard work, and reflect the highest honour on our institution. All this is admitted, but still a considerable party at Bristol, where there is a great deal of high church feeling, object to the college, on the ground of its constitution being not exclusively church of England.

6753. Mr. *O'Brien.*] Has any proposition been made for extending to Dissenters the same advantage that is given to the Church of England, by allowing dissenting masters to give religious instruction in the school out of school hours; and if such a proposition was made, would it be likely to be adopted?—I am not aware that such a proposition has been made, and if it were, I do not think that it would be adopted.

6754. It would be rejected by the council, from a disposition to maintain that exclusive feeling of which you have already spoken?—By some, perhaps with that view; by others, from a deference to what they know of the feelings of a large portion of the public in Bristol upon the subject.

6755. *Chairman.*] Supposing the council were, as their shares are transferable, by any circumstance to become Dissenters instead of Church of England men; could not they pass a bye-law making that arrangement?—That they certainly might.

6756. If, on the one side, it diminished the number of pupils of the church of England, would it not be likely to increase the number of pupils of the Dissenters?—No doubt it would; but, still I am of opinion, that the entire number would suffer a considerable diminution. At present, the pupils of the Church of England, at Bristol College, are nearly three-fourths of the whole.

6757. Supposing the council were acting, not from any pecuniary view, but merely as a directing body, acting upon what they considered a fair policy, is not it very likely that if the majority of them became Dissenters they would act in that way?—I have little doubt that they would in that case; at present, a large majority of them belong to the Established Church.

6758. Mr. *O'Brien.*] May not the effect of the religious distinction which you have noticed be, to deter children of Dissenters from going to the school, and particularly children of Roman-catholics?—With some, it may probably have that effect.

6759. Are you aware that Roman-catholics deem religious instruction in their own tenets to be an essential part of education, and that they would probably therefore be reluctant to send their children to an establishment from which their religious pastor was entirely excluded?—I have been informed that such is the case.

6760. *Chairman.*] In order to avoid those inconveniences, would you propose the establishment of a separate college for each of the different denominations of Christians, or do you think it more advisable that they should be congregated, and educated in one establishment?—I think it far more advisable that they should be educated in the same establishment, judging from the happy results in the promotion of Christian charity in the minds of the students, which I have seen to arise

arise from this plan at Bristol; and when I say that I do not think that our council would sanction the admission of dissenting teachers out of college hours, I merely speak in reference to the present state of feeling in Bristol, and to the unestablished state of the college, and the great (though decreasing) pressure from without against the grand principle of unqualified religious toleration, on which the college is founded. If the institution were once put on a firm footing by such a strengthening measure on the part of the Government, as I have already alluded to, it seems likely that facilities would be afforded for the regular religious instruction of the children of Roman-catholics and Dissenters, probably in recognized boarding-houses, the heads of which might be of their respective persuasions.

6761. Lord *Mahon.*] Are the Committee to understand from your expression, of "pressure from without," that the principles upon which the college is founded are not generally acceptable to the neighbourhood?—They are not generally acceptable, but are daily becoming more so, and are now approved of by a large portion of the members of the Established Church. Our late respected Diocesan (Dr. Allen), and some of the most influential of the clergy, are friendly to them; and even the degree of their unpopularity at Bristol arises from peculiar local circumstances; the feeling in the minds of many persons, with respect to the pre-eminence due to the Church of England in educational establishments, being in Bristol of the extreme kind.

6762. *Chairman.*] Can you give any idea of the financial arrangements of the institution; what is the annual income, and the annual outgoings?—I will deliver in a copy of the balance sheet of the institution.

[*The same was delivered in.*]

6763. Mr. *O'Brien.*] Is not the annual amount of fees required of pupils extremely high, compared with the amount in other establishments; for instance, in the Belfast institution, where from four to ten guineas is considered a sum adequate to procure almost the best description of instruction that the establishment affords?—One object of the council may possibly have been to secure pupils to the institution of as high a class as possible.

6764. Are you of opinion that if the admission fee was lower, the number of pupils would be very materially increased?—Very much increased, I have no doubt.

6765. Should not you consider such a result as desirable, both for the public and the institution itself?—Very desirable indeed.

6766. Supposing that the principle that was alluded to before were practically to be carried into effect, namely, that by local assessment, aided by public grant, an institution similar to yours were established in either Bristol or any other town, would you not think it almost a public duty that the admission fees should be so regulated as to embrace within the operation of the establishment the great bulk of the middling classes?—Yes, I am of that opinion. The present rate of fees has proved in various ways a drawback to the prosperity of the institution; for, while it has operated to exclude a large and very respectable portion of the middling classes, it has not succeeded in drawing to us the whole of that class whose feelings were chiefly consulted in the arrangement, as several persons still object to send their sons to our institution, on the ground that it is not aristocratic enough. Under these circumstances, the idea has been suggested of establishing, in a different locality, another junior department, with lower fees.

6767. Do you think it desirable that the State should recognize, in education generally, the separation of the different classes of society?—Far from it; besides, I am strongly of opinion that were a charter granted to our institution, it would be placed on so much higher a footing in public estimation, that the difficulty I have just alluded to would no longer be seriously felt.

6768. You have had an opportunity of seeing the operation of such distinctions at Cambridge; should you say, from your experience, that the division which there exists with respect to fellow commoners, as to the separation at meals, and so forth, has a favourable effect in reference to the formation of character, in after-life, of the youth who are educated in those universities?—I think it a prejudicial arrangement.

6769. Is not the tendency of such artificial distinctions to create in the minds of the youth a sense of superiority, which is not founded upon natural attainments or upon moral worth?—Certainly; and as far as my own opinion is concerned,

J. H. Jerrard, LL.D.

28 March 1836.

cerned, I am strongly impressed with the importance of diminishing, as far as is practicable, all distinctions in education, but such as are founded on merit.

6770. You think that the classes of society are sufficiently distinguished by the operation of circumstances, such as superior wealth and superior rank, without increasing that distinction in early youth?—Yes.

6771. *Chairman.*] Is there not a great anomaly also in the course pursued at Cambridge and other universities, in separating the very same pupils, who are placed side by side during the courses of lectures and of public instruction, and many of whom in the course of their education evince themselves far superior to those who occupy, in the same school, a distinct situation in consequence of their rank and property?—A very great anomaly.

6772. Has any inconvenience arisen to the manners or habits or minds of the aristocratic classes from thus coming into contact with those of lower classes at the moments of public instruction?—The very reverse of disadvantage; I should say the greatest advantage.

6773. By similar reasoning, it might be supposed that in other academical institutions this mixture of classes in public instruction would be equally advantageous?—No doubt it would.

6774. Mr. *O'Brien.*] You have spoken of the reluctance of the wealthier classes in Bristol to allow their children to associate with the children of tradesmen; do not you think the effect of such an admixture as has been suggested would be to raise the habits and feelings of the children of tradesmen, rather than to degrade those of the wealthier classes?—I have no doubt of it, and such has been remarkably the case as far as the experiment has been tried.

6775. What number of pupils have you in the establishment of Bristol College?—At present 90, and the number is increasing; we had considerably more than 100 about two years ago, but, owing to my being obliged to be absent for some time from Bristol, from ill health, the number declined; but it is now beginning to increase again.

6776. Is not that rather a small number for such a populous city as Bristol?—Yes; but it is necessary to take into account the peculiar difficulties against which our college has had to struggle. A system of education differing in so many material points from that which has been adopted at the public schools, has been in itself a source of great prejudice and misapprehension. Besides which, owing to the almost crushing nature of the opposition made to us at the outset, we opened with only 30 pupils; and the council did not think that they would be justified in recommending to the shareholders to expend their money in the erection of a building. The consequence has been, that we have continued up to the present hour in a house taken on lease, and in many respects ill adapted to our purposes. This has tended to lower the institution in the eyes of the public; to create an apathy in the minds of many of the shareholders, who have felt that they had but little personal interest in its success, and to excite a general suspicion that the council still distrusted the success of an establishment on which they hesitated to advise an outlay of capital. It has also kept alive the hopes and encouraged the activity of our opponents, among whom are several heads of private establishments, who seem to have entirely misconceived the principles on which we act, and to have been peculiarly unfortunate as to comprehending those parts of our plan in which it differs from the old methods of instruction.

6777. *Chairman.*] You say that the circumstance of not having a suitable building has produced an impression upon the mind of the public that the whole establishment is extremely precarious; do you think that that observation may be generalized, and that it would be the usual effect in other institutions, that as long as there is no building provided, there would be very little interest excited in the institution?—I have a strong conviction that such would be the case, from the operation of this cause at Bristol.

6778. In any arrangement that the Government might make for an extensive system of collegiate education, would you consider it as one of the first objects that good and substantial buildings should be provided for carrying on the course of education?—The very first; the want of a building has, in my opinion, kept back our institution more than all our other difficulties put together.

6779. Mr. *O'Brien.*] When the building is erected, would you consider it desirable to make provision either for receiving boarders, or houses for the masters, or do you think it might be conducted upon the same principle as the London University, in which merely lecture-rooms are provided, and the

masters,

masters, receiving a certain salary, are obliged to make arrangements for their domestic convenience elsewhere, and are at liberty to take boarders or not as they please?—I think that in a college, constituted as ours is, it would be better that, along with the lecture-rooms for the students, there should be a house for the principal; I think it would give confidence to the public if he were generally upon the spot, and capable of being applied to without inconvenience. I found that when, during a severe illness, I was absent from Bristol, although I had provided a most able substitute, yet there was great dissatisfaction felt by the public at the very fact of the principal's being absent from the college; and even during the period of my convalescence, when I was able to attend only a small part of the day (still having my duties as a lecturer most efficiently performed by deputy), there were great complaints of a similar kind; and I know that the council are of opinion that it would be desirable, when they build, to provide a house for the principal, as a guarantee for his being generally upon the spot.

6780. *Chairman.*] Supposing that the principal were lodged in a private house not far distant, and there were an office at which either the secretary of the institution or some officer of the institution was accessible at all reasonable hours, would not that be deemed sufficient?—That would answer the purpose to a certain degree; but I suspect the other plan would give more satisfaction. I am also in favour of providing boarding-houses for the professors, it being generally felt by parents as an additional security that their children are under the immediate care of officers of the college; I am strongly opposed to allowing the boarding establishments to provide entirely for themselves. However such a system may answer for an institution like the London University, situated in the metropolis, I find that in a provincial establishment my power of maintaining discipline, and being answerable for the good conduct of the students, is greatly facilitated by knowing the persons to whose care they are entrusted, and being able to make regulations on the subject.

6781. Supposing that no direct interference in the way of discipline were used by the masters, would not the effect be to make parents much more anxious about the selection of the family with whom they lodged them, and would not thus the same object, that of a good moral surveillance, be effected through other means, and perhaps through more natural means?—In many cases I have no doubt it would be so; but as the greatest circumspection is used in recognising our boarding-houses, parents may be sure that if they send their sons to any of them, their moral and religious instruction will be amply provided for; and for persons unconnected with the city, it is of importance to know of places of that kind, to which they can fully trust their sons. If they can find other places which they consider better, they are of course at liberty to send them there. We do not require them to be sent to our boarding-houses; but, in fact, nearly nine-tenths of those that come from a distance are sent to them.

6782. How many boarding-houses have you?—We have at present three.

6783. Near the college?—Two very near the college; one at a moderate distance from it.

6784. How many board at the same house?—At present we have not had more than 12 in any house.

6785. In the erection of a future college, you say it is contemplated to have apartments for the principal?—Yes.

6786. And halls for classes and libraries?—Yes.

6787. What is the estimated expense of such a building?—I do not know that any exact estimate has yet been made; it is not intended to erect at first more than will be sufficient for our immediate purposes; with a view, however, to the enlargement of the building as the college increases, and as the funds will admit of it; but I do not think that, including the purchase-money for the ground, we shall require much less than 10,000 *l.*

6788. You stated that the circumstance of there being no building has given a precarious character to the institution; do not you think that this feeling is also in some degree increased by the circumstance of it being a proprietory establishment, depending upon shareholders who may sell out, and upon the contingent circumstance of fees?—Yes; I do think that has had some influence.

6789. Supposing that in the new establishments proposed to be erected by

J. H. Jerrard, LL.D.

28 March 1836.

Government, a portion of the funds for the actual maintenance of the institution were to be raised by the town, would not that give a security for the permanence of the institution, and thus produce that degree of interest which you have described as wanting in a proprietory establishment?—Probably it might have that effect; but I think also, that the erection of a building will have in some measure the same effect, because a security is afforded that the institution will not be abandoned when there has been a considerable outlay of capital upon it.

6790. But cases have been known where large buildings have been erected and a large portion of the capital of the shareholders has been consumed in the building, in consequence of which the institution has languished ever after; might not that be apprehended if considerable sums were first expended in the building, unless guarantees were given for the continuance of the necessary funds afterwards?—Although shares may be transferred, they cannot be withdrawn from the institution, and when the shares are once expended in the building, they necessarily are secured.

6791. How would you propose to obviate the risk of precariousness in the support of the institution?—By making the salaries of the officers entirely dependent upon the receipts from the pupils; by conferring, by means of a charter, such important privileges on the institution as would make the public feel it their interest to support it; and by annexing to the charter such conditions in favour of the principal and professors as would induce the ablest men to seek to be connected with it.

6792. Mr. *O'Brien.*] Supposing it was thought desirable to establish in such an institution a professorship for the purpose of teaching a very abstract, and though extremely useful, not very popular science, might it not happen that the professor, under those circumstances, might not be sufficiently remunerated, the number of pupils attending his lectures being very small; and under those circumstances, would it not be desirable that there should be a small stipend annexed to the professorship?—I think it certainly would be desirable, but not necessary, because the professor of the kind spoken of would be an extra professor, and therefore only a small part of his time would be occupied in delivering lectures at the college; it is not like the regular officers, nearly the whole of whose time is so occupied.

6793. Suppose, for instance, there was a professor in Hebrew, or some very abstract part of mathematics, and that two or three guineas was the admission-fee to his course, it might be possible that he would not have more than from 10 to 20 pupils, and yet it would not be at all consistent with the objects of such an institution to dispense with such a professorship altogether, while it is obvious that the remuneration so obtained would be very inadequate for his labour?—No doubt that would be the case, and the objection would be a most formidable one where the professor might not have the opportunity which large cities afford of increasing his salary from other sources; but we have lecturers of the kind now spoken of, who, partly in the hope that their classes will increase, and partly from the credit which they gain with the public by being attached to such an institution as ours, are very willing to teach for the small remuneration they receive. With respect to lecturing in the most abstract parts of mathematics, we do not appoint any professors of mathematics who are not capable of lecturing in the higher branches of the science.

6794. *Chairman.*] In the college of Bristol you combine the sciences and the classics; are there separate classes for each, or are they combined in the same classes?—The classes are completely distinct, so as to give the students an opportunity of pursuing those studies for which their talents are best adapted.

6795. At what age do the students generally enter the college?—We do not admit them to the senior department before fourteen, but we admit them to the junior at seven or eight; not many, however, come to us before ten, because we do not allow them to commence the Latin grammar before ten, and few come to us for the sole purposes of English education, though we consider the kind of English education which we afford as a most important preparation for their classical instruction afterwards.

6796. Can you give the Committee an idea of the course pursued in the college from the elementary to the highest classes?—I have in my hand a short

J. H. Jerrard, LL.D.

28 March 1836.

sketch of the instruction in classics which is pursued at the senior department, and which, with the necessary modifications, is also pursued at the junior.

[*The same was delivered in, and read as follows:*]

PLAN of INSTRUCTION in CLASSICS. (Senior Department.)

Construing—Critical Questions.

THIS part of the lecture is conducted nearly on the plan which is pursued at Oxford and Cambridge. The students are called upon to construe and are asked questions, not only in the inflections of nouns and verbs and the common parts of syntax, but also in the higher departments of criticism. The etymological formation and proper classification of words are pointed out; their primary significations are determined, and thence are deduced their secondary meanings and their government of other words in sentences. The connexion of the Greek and Latin languages with each other, and of both with English, and their comparative merits in point of strength, copiousness, flexibility, harmony and philosophic structure, are considered; and the several varieties of construction which occur are explained, as far as possible, on the principles of general grammar, and illustrated by parallel passages. The more difficult passages are construed over by the lecturer. Thus a *small* portion of text is made the basis of extensive and accurate knowledge of the languages. In order to make these explanations fully intelligible to the class, all obscurity arising from the use of technical language is avoided; the plainest and most familiar manner of expression is employed; the students are encouraged to ask questions of the lecturer, and to state at the time any difficulties which occur to them. (The plan of asking questions on the part of the students prevails to a considerable extent at the college, and is found to be a good method of interesting them, and keeping their attention alive, as well as of giving them much information of the *exact kind* which they wish for, and at the *precise time* when they desire it.) Everything which requires to be accurately copied down is exhibited on the *black board*. No point is passed over until the lecturer has reason to believe that it is fully comprehended by all present; and he takes care, at the monthly examinations, so to frame his questions (to which written answers are required), as to satisfy himself whether or not the information thus communicated is fully understood and retained.

Retranslations, vivâ voce *and in writing—Exercises.*

WHEN the construing is finished, the students close their books, and the lecturer reads aloud the English of words and phrases which occur in the lecture, and calls upon the class to turn them *vivâ voce* into the corresponding Greek or Latin. He then varies the English phrases at pleasure, and requires them to be properly rendered. In this manner a firm hold is given to the students of every *new* word and construction which they meet with, and they are at the same time exercised in their previously acquired knowledge of the language. This, with the aid of the system of written retranslations, to be hereafter noticed, is found to be the most effectual mode of teaching them the principles of Greek and Latin composition.

Exercise books are occasionally used in the higher classes, and the senior class are required to translate passages from English authors into Greek and Latin prose.

History—Belles Lettres.

BUT it is a leading object at the Bristol College, not only to teach the Greek and Latin languages critically, but also to direct attention to their important *applications*, as *instruments of research*, and as furnishing *models of composition*.

Hence not only those points of history, geography and antiquities which bear directly upon the text are considered, but views are also given to the students of those wide fields of enquiry (particularly in connexion with moral philosophy, and the evidences of revealed religion) to which classical literature is the surest and, in some cases, the only means of approach. This is done in such a manner as to stimulate their curiosity, and to give them a distinct perception of the importance of the studies in which they are engaged; without, at the same time, leading them away from those details to which for the present their attention must be chiefly devoted.

Care is also taken to teach them the principles of rhetoric and belles lettres; to this end, the excellencies and defects both of particular passages and also of entire compositions of the classic authors are discussed by the lecturer; who freely avails himself of the best lights which have been shed upon these subjects by the critics of ancient and modern times. Passages are also quoted (and in some instances read aloud by the students), from British poets, orators or historians, which are either written in direct imitation of the ancient classics, or tend in some way to illustrate them; what further is done to the same purpose will be seen under the head of Analyses.

Translations of the Lecture.

ALL the students take notes of questions and of particular sentences, and those in the junior class take down translations (as literal as they can be made without sacrificing the English idiom) of the entire lecture. These they copy fairly into their translation-books in the evenings, and next day have them looked over and carefully corrected. The advantages

J. H. Jerrard, LL.D.

28 March 1836.

arising from this practice are obvious; the exact meaning of everything which they read is strongly impressed upon their memories at the time, and they are not only furnished, in preparing for their examinations, with a solution of every difficulty which they meet with in the immediate text, but have also at hand a standard of translation to guide them in their future reading, not to speak of the command over their own language, and the power of expressing themselves on paper, which they are thus continually acquiring. Their translation-books, which they are obliged to bring with them to lecture, are directly available for the purposes of re-translation both at their lectures and examinations.

N. B.—As the looking over of these translations must necessarily occupy much time, a plan has been adopted, which, without depriving the student of any advantage, is the means of relieving the lecturer from a great deal of mechanical labour. The lecturer corrects, or immediately superintends the correction of the translations of a few, say three, of the head students of the class; these three then correct, *verbatim* from their own, the translations of the three next, and so on. Each student brings up his translation when altered, to the lecturer, who, of course, observes the mistakes at a glance, and makes such comments upon them as seem to be required.

Repetition—Prosody.

While engaged in reading a Greek or Latin poet, the students are generally called upon to repeat *memoriter* a small portion of the lecture of the preceding day; care is, however, taken that such passages only are fixed upon for this purpose as are distinguished by some peculiar excellence of thought or expression; and in order that every line which is thus selected may be deeply impressed upon their minds, and that their power of retaining as well as of committing to memory may be duly cultivated, they are required to repeat at their examinations all that they have learned in this manner during the preceding month.

Prosody is taught by rules derived from the formation and derivation of words; by constantly attending to the students' manner of reading; by requiring them to transcribe (as exercises) passages of Latin or Greek prose, and to mark the quantity of every syllable of each word; and by means of repetitions, as noticed above. But it is not thought desirable to teach more than the mere rudiments of Latin versification, except to such of them as intend to compete for classical honours at the Universities.

Analyses—English Composition.

When the students have finished some definite portion of an author, such as an oration of Demosthenes or a satire of Horace, they are required to write an abstract of it, dwelling particularly on the arguments he employs, and giving their opinion as to the conclusiveness of them severally, with such additional observations on his general style and mode of treating his subject as the remarks which they may have heard thrown out from time to time by the lecturer, and their own reading and reflection, may supply.

The best of these analyses are read aloud by the students, and commented on by the lecturer, who is naturally led, in the course of his observations upon them, to enter pretty fully into the principles of English composition. They are also read at the examinations, and are found to answer in a high degree the important purposes for which they are intended, that of strongly directing the attention of the students to the subject-matter of what they read, and that of teaching them to write their own language.

The more advanced students are required to produce English compositions, either in prose or verse, on subjects ————————, and to the best of these, prizes and certificates of honour are given. Similar rewards are also conferred on those who excel in translating into English verse the most striking passages of the classic poets they are reading. But while great pains are taken to imbue their minds with the spirit, and to teach them exactly to appreciate the beauties of these great originals, the plan is rather to *encourage* than to *force* poetic talent.

6797. Mr. *O'Brien.*] Do you attach much importance to natural philosophy and experimental science?—Very great importance; in fact, all the students in our junior department are instructed in zoology and the kindred branchss of science, and about two-thirds of them in natural philosophy also.

6798. *Chairman.*] At what age do they begin those studies?—We find that even under 10 years of age the students are decidedly interested in natural history; that, in fact, from the very earliest age at which they come to us, they appear to take great pleasure in that study.

6799. And in every description of natural science which appeals to the senses?—Yes.

6800. Have you formed any views with respect to the period of life that appears best suited for instructing youth in the particular branches of science; for instance, in regard to physical science, that a particular age is desirable; and with reference to the acquisition of modern languages, a particular age is desirable; and with respect to the culture of the classics, another period of life; and with respect to mathematics?—My experience has certainly furnished me with

705

J. H. Jerrard, LL.D.

28 March 1836.

with materials for arriving in my own mind at a tolerably definite conclusion upon some of those points, although on so wide a subject I would be understood as by no means speaking dogmatically; and first, with respect to languages, we know that from the very earliest period of life the minds of children are exercised in acquiring language, and that in doing so, they display a facility which is quite unequalled in after-life. It seems desirable that this power, which exists in so high a degree in infancy, should not be allowed to slumber, so as soon, in a great degree, to be lost, and therefore as soon as they have tolerably mastered their mother tongue, I would have them taught some language besides their own; but it should be a modern language, which they should be taught at first, in the same way as they learn their own, that is to say, *vivâ voce*, and by hearing it spoken; they then would understand the advantage of what they were learning, and take a lively interest in it; they would be told, for instance, that their teacher was a Frenchman, they would hear him speak French, they would feel a curiosity to hear his French explained in English, and they would feel the advantage of understanding what he might say. I would also have them taught at a very early age, while their organs of speech are most flexible, some of the most difficult pronunciations in German and other modern languages, and thus they would be able to master with ease and pleasure all those varieties and difficulties of pronunciation, which to adults are the great obstacle to the thorough acquisition of those languages in after-life. I therefore am disposed fully to give way to the general argument which is used, with respect to instructing children early in languages, but at the same time, I am strongly opposed to what I conceive to be a most false application of a true principle, namely, making children learn Latin, at a very early period of life, particularly in the way in which it is ordinarily taught, (not *vivâ voce*, but) through the medium of technical grammar. This, instead of naturally and healthfully exercising the verbal memory of a child, tends to overload it with a weight of barbarous terms, all explanations of which imply a power of abstraction quite beyond his years. I have known several very intelligent boys, who have commenced Latin at seven years of age, and who made scarcely any progress for the first two or three years, having had for a long time scarcely any conception of what they were about; and many persons who have proved themselves to be possessed of great abilities have informed me that they looked back actually with horror at the intellectual drudgery of their early school-boy days; and that they imbibed at that time a disgust of all knowledge, which they afterwards found it very hard to get over, in consequence of being forced to work at what they could not comprehend. An eminent philosopher, who, even before he went to school, had displayed a remarkable turn for observing natural objects, and for inquiring into the causes of what he observed, has frequently told me in what a bewildered state of mind, at seven years of age, he wandered up and down the cases of the (so called) Latin article, striving in vain to find out what "was meant by," and "what was the use of" nominative *hic*, *hæc*, *hoc*; genitive *hujus*, *hujus*, *hujus*, &c., and how sadly he feels that his faculties were benumbed, and no doubt permanently injured, by the Procrustean process to which they were subjected, not to mention the stores of natural knowledge which would have been most delightful to him at the time, and most valuable in after-life, from which he was for many years hopelessly cut off. But my experience at Bristol College has convinced me, that even looking no further than to the mere acquisition of the learned languages, that object may be best attained by deferring the commencement of them till at least 10 years of age. Such of my pupils as had not begun till then, have almost uniformly overtaken, or even passed, at 14 or 15, those who had started at seven; nor have I in any instances had reason to suspect that they would have made better progress had they begun earlier, and this is no more than might be expected. For at 10, we can call into play some of the higher faculties of their minds, and awaken in them a vivid interest in the study of the Latin language, because we can instruct them in it from the first upon rational principles, not communicating to them any information upon the subject which they do not comprehend, and availing ourselves of their knowledge of English as a most powerful means of helping them forward in Latin. I must also say, that in fixing upon 10 as the earliest age at which they can commence with us, I am by no means convinced in my own mind that it is best for them to begin so young, but I have drawn the line there, in order to meet, as far as I could, the popular prejudice upon this subject. Judging from several instances which have come

J. H. Jerrard, LL.D.

28 March 1836.

under my observation, I am strongly inclined to believe that 12 or even 14 would be a better period for commencing Latin. But in either of these cases, I should think it highly important that a modern language should have been previously learnt, and also a vocabulary of those Latin and Greek words from which either common English words or scientific terms are derived. This, to students educated on the plan I adopt, would not be a dry and lifeless task; on the contrary, they would feel pleasure in getting a firm hold of the names of those various natural objects with which at lectures they are made familiar; and also in finding that after committing to memory a comparatively small number of roots, they could soon, by compounding or analysing, make themselves masters of the almost countless multitude of hard names to which science gives birth. We have had one very strong instance at Bristol College (and my previous experience had furnished me with more than one similar instance,) of a student's having in a very short time acquired a good knowledge of the learned languages, although he did not open a Greek or Latin grammar till he was 16 years of age. When his friends brought him to the college, they said they supposed it was much too late for him to think of commencing Latin. I asked if he had a strong wish to do so; they replied in the affirmative, adding, that under many disadvantages he had evinced a strong desire to improve his mind. My answer was, "That is quite sufficient; I have no doubt that he will make good progress; it is quite a mistake to suppose that it is too late for him to begin." As his wish was to learn Greek as well as Latin, I did not think it very material which he commenced first, and I fixed upon the former, not having previously had an opportunity of teaching it before Latin. I found that he had received very little instruction, having been for some time engaged in learning a trade; he had read several English books during his leisure hours, but had not been regularly taught English grammar, so that I had to commence with him almost *ab ovo*. I remember that, as a first lecture, I addressed him nearly in this way: "You must have observed that in speaking of *things*, such as a house or a stone, we have to speak of the relations existing between them and other things; saying, for instance, *of a* house, *to a* house, *from* houses, *with* houses." I then said the Greeks were men like ourselves; their language was formed upon principles similar to ours; they therefore had to express relations of the same kind, but instead of denoting them by separate words, placed before the names of things (or nouns), they expressed them by varying the terminations of the nouns, as we do in the formation of the possessive cases of the substantives, and in pronouns. I then informed him that the mode according to which the terminations were mostly varied in Greek was called the third (or fifth) declension, for examples of which I referred him to his grammar, making him write them out, as also several other examples with which I furnished him; of course I fully explained to him every technical word which I found it necessary to employ. Thus from the very first I endeavoured to present things to his mind in the most familiar manner, breaking down all the difficulties to the utmost of my power, and basing, as far as possible, my instruction in the learned languages upon his previously-acquired knowledge of the English language; and I took advantage of what he knew, in leading him on to what he did not know. After teaching him all the declensions, I made him deduce the declensions of adjectives from those of substantives, and then decline adjectives along with substantives, so as to become accustomed as a matter of course to their agreement in cases, genders and numbers. Some time afterwards, when he commenced Latin, I pointed out to him the strong analogies existing between the Greek and Latin declensions, and was able to lead him at once to a knowledge of a very large number of the supines and past participles of the irregular verbs, by directing his attention to the English substantives derived from them. But to return to his progress in Greek. In about a month, when he was acquainted with the declensions and regular conjugations, after having from time to time exercised him in short Greek sentences exactly suited to the degree of his knowledge, I put him into an easy author, making him re-translate as well as translate every word and sentence, gradually giving him rules of syntax as they became necessary, and afterwards referring him to a good grammar for a more formal statement of them, and requiring him to copy them into a book which he had for that purpose, and to commit them to memory; obliging him also to register the most important words which occurred, with their secondary meanings regularly derived

derived from their primary ones. In teaching him syntax, I commenced in this way: "We do not say in English, 'him sees I,' and the Greeks did not say so; but said (in the words of their language) 'I see him;'" and these and other similar phrases I required him to turn into Greek. Proceeding in this manner, I was able to show him that in the great majority of instances the principles of Greek accorded with those of English syntax, so that they appeared quite natural instead of strange to him; the only points on which it was necessary to dwell being *not* the *resemblances*, but the seeming *differences* in principle which existed between the two languages. Nor did even these detain him long; for, by an accurate analysis of the meaning of words and the nature of constructions, I was able to show him that such discrepancies were, with but few exceptions, only apparent. In fact, on my mentioning to him the *exact* signification of a word, he almost always succeeded (both in Greek and in Latin) in anticipating the case which it must necessarily govern, the precise force of each *case* having been previously explained to him. I was also able (and here his age told greatly in his favour) to put him very soon in possession of several critical rules, which are by most teachers reserved for very advanced students, but which wonderfully facilitated his progress, being, in truth, the master-keys to the most intricate and puzzling constructions. In short, not to enter into further particulars, I found that the difficulties both of the etymological and of the syntactical parts of the grammar were capable of being reduced to a degree that I had no conception of whatever before I made the experiment, and I was more then ever impressed with the conviction of the prodigious saving of time which might be effected in the early stages of the classical education of boys, and that too without any great labour on the part of properly-qualified teachers. The student in question had so much to do on paper, that but little of my time was occupied with him. I taught him only in the intervals between my regular lectures, and certainly during not more than half an hour a day; yet in about six months he was able to join boys who had been four years at Latin and Greek, and in a year and a half he passed a very good examination in the Germania of Tacitus, and half of the Antigone of Sophocles; and a distinguished Oxonian, a stranger to me, who examined him shortly afterwards on the latter subject, expressed himself particularly struck with the critical soundness of his knowledge. This youth had great application and good abilities, but was not possessed of what I should call extraordinary talents; so that his progress always appeared to me to furnish a striking commentary on the observation of Milton, that "we do amiss in spending seven or eight years in scraping together so much miserable Latin and Greek, as might be learnt otherwise easily and delightfully in one year." I may add, that he all along devoted a good deal of his attention to mathematics, in which he read, while at the college, as high as the differential and integral calculus. And yet, four years and a half from the time that he first opened his Greek Grammar, a private pupil of his, who had been reading classics with him for some time, entered with tolerable credit at one of our universities.

6801. Mr. *O'Brien.*] Supposing you had adopted the system of setting that young man to learn Latin and Greek by means of the grammar and dictionary, do not you think that study would have been to him most repulsive, and that it would have had very different results?—I have no doubt of it whatever.

6802. Does not the interesting illustration you have just given prove most clearly the necessity of establishing some means of instruction in the science of teaching?—I think it does; and it is partly with that view that I have dwelt upon it so much at length, as also in order to illustrate our general method of instruction.

6803. So that every person who undertakes the education of youth should be made aware of the great advantage that he may derive from being able to present things in a rational instead of an irrational shape to the mind of his pupil?—Certainly.

6804. *Chairman.*] You have stated that the knowledge which this youth obtained was obtained in a very short period, much shorter than is usually dedicated to the study of those languages; that being the case, do not you think there would be, under a system as rational as that, abundance of time, not only for the study of the learned languages, but also for the study of mathematical and physical science?—That is my opinion.

J. H. Jerrard, LL.D.

28 March 1836.

6805. You think, then, that the objection which is usually made to the introduction of those latter studies from the want of time is altogether futile, if education is conducted upon rational principles?—Yes, if education is conducted upon sound and good principles; but as applied to the state of education as it exists at most of the public schools, I think the objection has irresistible force.

6806. You have stated to the Committee at what period you think the study of the learned languages should be commenced; in pursuing the study of those languages, do you use them as a means for the purpose of developing the logical powers of the pupil, or do you confine yourself simply to the philological study of the language?—I use them as instruments of improving the logical powers of the student; for instance, in comparing the Greek, Latin and English languages with each other, in tracing out the principles of general grammar, in deducing systematically the secondary meanings of words from the primary ones, and in grappling with difficult constructions, there is much to exercise their reasoning powers; but still I think that the greatest improvement of the mind resulting from the proper cultivation of the learned languages arises from the collateral information, which may be more naturally and effectively appended to them, than to any other materiel of education whatever.

6807. You connect, then, with the philological study of the languages considerable attention to history and geography, and the philosophy and the general genius and temper of the nation and of the period, as well as to the language itself?—Yes.

6808. In treating of history, do you go at large into the particular character of the events as well as into the mere chronology; do you attempt to show them the effect of a particular principle working itself out in action, as well as arranging, according to the dates, the events which have taken place?—I am in the habit of so doing.

6809. Do you find that withdraws the attention of the pupil from the philological portion of the study?—Not in the least; on the contrary, I find that observations of that sort increase their interest, and thus tend to promote their progress in what they are reading.

6810. Is not a great portion of classical literature, not merely with reference to the beauties of classical writers, but even with reference to the understanding of the text, dependant upon a tolerable knowledge of the manners and habits and structure of social life among the ancients?—Certainly; it is impossible that they can completely enter into the spirit of the classical writers, unless they have those sorts of associations which are to be derived only from an actual knowledge of their manners and modes of thinking.

6811. Do you combine with the study of the classics any outline of the arts, particularly of the fine arts of antiquity?—We merely make allusions to them.

6812. Do you think it would be a considerable improvement in classical instruction, that a knowledge of the arts of antiquity should form an integral portion of such teaching?—Yes.

6813. How would you propose that that should be accomplished?—If there could be procured good models and casts of the most famous works of art and statues of antiquity, they would be a great assistance in accomplishing the proposed object. Ideas of this kind are so much better taken in by the eye than by the ear.

6814. You consider them as commentaries upon the characters of the mind exhibited in the classics, as well as objects of interest in themselves?—Exactly so.

6815. Have not you observed amongst the greater part of educated Englishmen that there is not a sufficient feeling of ancient art, that it is not a common characteristic in English education?—Yes; it is, however, an accomplishment that is not unfrequently acquired in after-life, but for the attainment of which adequate provision is not made in the usual course of education.

6816. Amongst the middle and lower classes it is almost entirely absent?—Very true.

6817. Do you think that a certain feeling of ancient art contributes to ameliorating and humanizing the taste of a country?—I have no doubt of it.

6818. And

709

J. H. Jerrard, LL.D.

28 March 1836.

6818. And therefore it would be desirable that it should be diffused among all classes?—By all means.

6819. You think, therefore, that it should be made an integral portion of classical education?—I think so.

6820. Would you contemplate any material expense in consequence of such arrangement?—I have lately understood that such casts and models may be obtained at a small expense.

6821. Do you combine composition with the reading of the ancient classics?—Yes, from the very first; perhaps one of the most remarkable features in Bristol College plan of instruction is, the system of translations and re-translations. From the very first moment that students are introduced to the study of an easy author, they are required not only to construe and parse, but to reconstrue and to retranslate; for instance, when they have read a few sentences, and given the English of them, they are required to close their books, and give the Latin of each English word; they then advance from the Latin of single words to the Latin of phrases, and the lecturer has the opportunity of varying those phrases as much as he pleases, and so of teaching them the principles of composition *vivâ voce*; they afterwards write out retranslations of the lecture in the way I have already explained, and thus they carry along with them in substance all that they read, laying up in their minds a store of genuine Latin words and phrases, which form a foundation of the most solid kind for the thorough acquisition of the language. Exercise books are not approved of at first, as being not only unnecessary, but tending also to draw off their attention from the contents of the book they are reading. As a natural accompaniment to *vivâ voce* composition, the necessary rules of syntax are gradually taught, not in a dry and technical form, and before their use or application is seen, but familiarly, and at the moment when experience convinces the pupil of their utility; they are, in fact, generally suggested to him by judicious questioning on the part of the teacher, and thus coming in a great degree from himself they take a hold upon his mind and are easily remembered; not to mention the additional means employed (as in the individual case already dwelt upon at large) for deeply impressing them on his memory. By following this method, the labour which must be undergone by beginners is distributed in the manner which seems to me the most natural and least oppressive to them, and they are led with their eyes open through the very earliest stages of their progress, their judgment and reflecting powers, as well as their memories, being called into exercise. Hence, at the Bristol College, we hear no complaints of the "irksome drudgery" of learning the rudiments of the Latin tongue; while, at the same time, the soundness of the knowledge of the students, and their skill in prose composition, are matters of constant remark on the part of competent judges.

6822. The statement you have given applies to the philological branch of classical instruction; there is another, which is scarcely of less importance, the study of the elegancies and modes of thought, and the peculiar character of the writers of the age, or of the book which they read; do you apply composition to the development of that instruction?—Yes, we have what are called analyses, which the students are obliged to write for their examination, and the nature of which I have already explained to the Committee. The forcible objections of Milton and Locke to "torturing the barren wits of children" with the making of themes, convinced me of the necessity of adopting some other mode of initiating them in the art of English composition. In writing analyses the leading ideas are supplied by the author himself, while reflections of the kind to which you allude are suggested by the professor in the course of his lectures.

6823. Are they ever taught to imitate in composition any particular author, with a view of more thoroughly appreciating the peculiarities and elegancies of his style?—Certain writers are put into their hands to study as models, but I think it rather more advisable to allow the style to form itself after an acquaintance with the works of a number of the best writers, than to impose a restraint upon the taste by obliging the student to endeavour to adopt a particular style.

6824. Although that might be advisable in a modern language, where opportunities of course would exist of appreciating perfectly the value of the phrases, and knowing what might be proper to unite in the same work, still would not it be very difficult in a dead language; would you not think it, for example,

J. H. Jerrard, LL.D.

28 March 1836.

example, an extraordinary thing that a composition should be written, partly borrowing from some of our old writers, such as Chaucer and Spenser, and other portions, again, from some of our modern writers?—My former answer referred to English composition; in teaching Latin and Greek composition I do find it necessary to point out certain authors as models which they are chiefly to study, and the spirit of which they are as far as possible to imbibe; but at the same time I do not wish to bind them down to imitate slavishly the style of any author; at the same time, Cicero and Livy being the great models in Latin prose composition, and Xenophon, Plato, Demosthenes and Thucydides in Greek, I should object to their using any words or phrases which were evidently inconsistent with the style of any of those authors.

Martis, 29° die Martii, 1836.

MEMBERS PRESENT.

Mr. Wyse.	Mr. S. Mackenzie.
Lord Mahon.	Mr. O'Brien.
Mr. French.	

MR. WYSE, IN THE CHAIR.

Joseph Henry Jerrard, LL.D., called in; and further Examined.

J. H. Jerrard, LL.D.

29 March 1836.

6825. WHAT is the course of elementary study in mathematics pursued in the college of Bristol?—The students commence with Euclid, of which they read three books while in the junior department, they also read Algebra as far as quadratic equations. When they come to the senior department, they advance to the higher departments of analysis. The text-book is Francœur's Course of Pure Mathematics; some of them afterwards proceed to the various branches of mixed mathematics. At present the senior class are reading the differential and integral calculus, and mechanics.

6826. At what age do they generally commence the higher branches of mathematics?—We have found that those who commence at the period which we usually assign for the beginning of those studies, at the Bristol College, are enabled at a very early age, if they have good talents for those studies, to enter upon the higher branches of mathematics. Our present senior mathematical class average, as to age, about 16 years. One of them is a boy under 15, and yet he is reading very intelligently and making great progress in the subjects which I have mentioned.

6827. Do you find that the students in those different branches are forced beyond their powers in any degree by the course of study prescribed?—Not in the least; we carefully endeavour to form a correct estimate of their powers, and make ourselves as well acquainted as possible with their capabilities, before we push them forward in any particular line of study.

6828. At the age at which you state they are engaged in those studies, do you find any indisposition amongst the generality of the students to attend to them?—Quite the reverse; we find the greatest ardour in their pursuit of the various branches of knowledge in which they are engaged. There are very few cases of idleness among them, and the general rule is, great attention and application. So strikingly is this the case, that just before the last Christmas vacation, in my parting address to the students, both of the senior and junior department, I found it necessary, as an examination was to come on immediately after the holidays, to warn them against too much study during the interval. I pointed out to them the great importance of attending to their health; informing them that over-exertion either of mind or of body was highly pernicious; and that the body must be kept in good health, in order to render it a good and efficient instrument of the mind. Such exhortations I frequently give them, being fully alive to the serious consequences of over-stimulating the youthful mind.

6829. Do you find that attention and zeal as remarkable in its application to mathematics as to other branches of study; to classical literature for instance, or the physical sciences?—I should say not so general in mathematics as in the physical sciences and in classical literature; those studies which I think are pursued with the greatest ardour are the experimental and physical

sciences, next to those the classics, and next in order the mathematics; but those students who possess a decided talent for mathematics, cultivate it with a zeal which is not surpassed by that exhibited upon any other subject.

6830. What should you say is the proportion of students who are so distinguished for great attention to mathematics?—Probably about one-fourth of the whole. But some portions of this science, for instance, algebraic equations and mental arithmetic, are highly attractive to the majority of them.

6831. Have you found the reasoning powers of the younger pupils sufficiently developed for those abstract studies?—They certainly would not be so, if we did not institute a course of study aimed directly at cultivating their reasoning powers in proportion to their other faculties. But the truth is, that I find these studies the very best means of developing their reasoning powers. In other subjects, people are apt, as Locke says, to "reason a little, presume a great deal, and then jump to a conclusion." This habit is best corrected by mathematics, for unless they actually employ their reasoning faculty through every step, from the beginning to the end of a proof, they cannot even fancy that they have arrived at the conclusion, but must feel themselves to be at fault. But much of the advantage to be derived from mathematics, must depend on the way it is taught. Our students are from the first made well acquainted, by means of *vivâ voce* explanations and models, with the terms and figures of geometry. When they commence the propositions of Euclid, the lecturer is at hand to explain them in the easiest way, and by means of illustrations drawn from the most familiar objects. They are afterwards required at lecture to go through the construction and demonstration of each proposition, *vivâ voce*, the lecturer, as directed by them, drawing the figure on the black board, and pointing to each successive step of the process. He also asks the class incidentally a number of questions, to see whether they fully understand the proof. Thus by a lively method of instruction, their reasoning powers are drawn out, and they are trained, without being conscious of any great effort, to habits of concentrated attention and of laborious and accurate thinking. The most intelligent of them are also required to solve deductions, and to demonstrate the propositions, *vivâ voce*, in general terms, and without the assistance of letters or of diagrams. This method of demonstration (which I had seen most successfully employed at Dublin) is applied also to algebraic proofs, and even to the sketching out of high analytical processes; and it appears to me to possess many important advantages. It not only furnishes the student with a command of mathematical language, but by habituating him to separate what is essential from what is merely accessary in the proof, tends to give him a more comprehensive view of the subject, and also enables him to sustain in his mind a long chain of argument without any external aid whatever; a species of mental discipline highly useful in the practical affairs of life. Any objections to which it might appear liable, are obviated by combining it with the more exact and rigid system of writing out.

6832. Do you practise the students much, in order to acquire that habit, in the system of analysing everything they read, and reducing it to a clear and distinct form adapted to their own modes of thinking?—Yes; from the earliest period they are required to write out abstracts of everything they read. If they are reading geography, they are directed to give a succinct account on paper of the substance of what they have learnt. If engaged in history, they have to give an analysis of the principal events, and throughout every stage of their education, we keep in view that principle of carrying along with them the substance of everything they read, and of learning justly to appreciate the relative importance of facts.

6833. For that purpose, do you use charts of history or biography?—As yet we have done so only to a limited extent; but the want of more extensive and general charts has been very much felt.

6834. Do you approve of the employment of charts, or do you think it leads to a reliance upon mechanical means?—I do approve of the employment of them; addressing themselves to the eye, they very much assist the memory, and aid the mind in the classification of facts, of which they leave behind them a vivid impression. I think that the means we take to cultivate the general powers of the student, are so effective that we need not be afraid of his depending too much upon mechanical assistance, particularly where it so much facilitates the acquiring of useful knowledge.

J. H. Jerrard, LL.D.

29 March 1836.

6835. Have you seen any results of the course of mathematical study in the college of Bristol; have any of your students gone to the university afterwards?—Yes; two of our students, who were distinguished in mathematics, have gone to the university, and each has obtained the first scholarship of his respective college at Cambridge.

6836. You have stated that you use as text books, French works, do you find them superior in the instruction of youth to those commonly adopted of our English authors, in schools?—At the senior department we chiefly use French works, which are certainly far more profound and philosophical, and at the same time much better adapted to the instruction of youth than the English works commonly employed in our schools; but at present our text-book, at the junior department, in arithmetic and algebra, is that published by the Society for the Diffusion of Useful Knowledge, which, with the assistance of examples and explanations given by the mathematical masters, we have found to answer our purpose very well.

6837. Are not their elementary works, among the French writers, superior far in clearness, and in their adaptation for leading a pupil from the known to the unknown with ease, than any you find in the English; take, for instance, Lacroix, and the whole of his school?—I am inclined to agree in your view of the case, and think there are very few good elementary works in our language; but it has all along been my principle to depend far less on books than on the abilities of the instructor. I remember an expression used by an eminent tutor at Cambridge, which struck me very much when I first arrived there; when he was asked what books were read at the university, he said, Sir, we read here not books, but subjects. In accordance with these views I have been induced to adopt, at the junior department, English works, rather than French ones; not that I think them superior, but partly for the sake of economy; principally, however, because the mathematical tutor is more conversant with them.

6838. Do you make application of mathematical science to practical subjects in any portion of your course; for instance, to the construction of machinery?—In a complete course of instruction such an application ought undoubtedly to be made; but circumstances have hitherto prevented me from making it to any great extent. We constantly, however, in lectures upon trigonometry, lead the minds of the students as far as we can to such practical applications. I also give encouragement and credit to students who are capable of bringing forward any mechanical illustrations of what they are reading; for instance, if they can so frame triangles as to fit well upon each other, and to exhibit their different properties as demonstrated by Euclid, they get some credit. Thus mechanical talent is in a slight degree encouraged, and a foundation is laid for a much more ample developement of this principle, which nothing but our want of funds, and the still infant state of the institution, has prevented our bringing more fully into play.

6839. Would not you think that that course of study would be peculiarly adapted to the commercial and middle classes, particularly of a great city like Bristol?—Particularly so; and it is one which I look forward to seeing carried fully into effect.

6840. You have no collection of models of machinery in your college at present?—No.

6841. Do you think it would be an useful addition to such an institution?—Decidedly so; the thing has been talked of amongst us, but not yet carried into execution.

6842. Do you find in the middle classes who frequent the college, a greater disposition to the mathematical studies than in any other portion of the community?—Generally so; the fact is, that the prospect of scholarships at the university draws the attention of the higher class of our students in an undue degree to classics, highly important as I admit those studies to be so far as they are cultivated rationally; but it has all along been with me a source of pain and regret, and tended greatly to lower my sense of the usefulness of my station, that I have found myself obliged to force much of the brightest talent of my pupils into the strange and unnatural channel of Greek and Latin versification, which I look upon as the great bane of classical education in this country.

6843. You do not practice much Greek and Latin versification at your college?—Not more than I find to be absolutely necessary. I do not believe that

J. H. Jerrard, LL.D.

29 March 1836.

that a single real advantage is obtainable from it, that cannot be obtained at a far less sacrifice of time and labour without it. Except therefore the mere rudiments of Latin versification, I exclude it from the regular course of instruction, and resort to it only in cases of necessity; when youths are highly distinguished in the classics and exhibit a decided taste and talent for metrical composition, and when their parents are anxious that they should distinguish themselves in classics at the university, where unfortunately a great aptitude for such composition is made a *sine quâ non* in competition for honours.

6844. Consistently with your observations of yesterday, in which you stated that composition was of great use in teaching a pupil to appreciate the beauties of a writer, do not you think that metrical composition will have materially a similar effect in giving him a just sense of the elegancies of style and versification of the Latin and Greek poets, which he may read?—My great object in teaching so accurately Greek and Latin prose composition is, that I consider it the very best means of acquiring a sound and scholarlike knowledge of the Greek and Latin languages. Every one, in teaching a modern language, admits the importance of teaching the pupil to write prose in that language. For the same reasons, I think it of importance to teach all the students, who are learning Latin and Greek, to compose in Greek and Latin prose. But for the very reasons that would make it appear ridiculous in a French and German teacher to require his pupils to compose in French or German verse, and to spend a great deal of their time in endeavouring to acquire a great facility and expertness in so doing, do I protest against the practice of Greek and Latin verse composition. The peculiarities and licenses of the poetry of a language are easily learned in perusing the poets, by those who are acquainted with the style and construction of the prose. With respect to the appreciation of beauties, I do believe that by far the best way of arriving at that end, is by following some such method as I at present adopt. Any passage distinguished for excellence of thought or expression, is committed to memory by the students, its beauties are accurately discussed by the lecturer, and its defects also. Those who have a taste for poetry, are told to turn it into English verse, and they are desired to transfuse as many of the beauties, and as much of the spirit of the original as they can into their translation, and in so far as they fall short of so doing, the deficiency is pointed out by the lecturer. This appears to me to be the most obvious and rational, as well as the shortest, way of enabling them thoroughly to imbibe the spirit and imitate the excellencies of the classic poets, and it tends directly to give them what the writing of Greek and Latin verse does not, a greater command over their own language. They become also, in this way, fully acquainted with the resources and powers of the original languages, without taking what I consider an extremely round-about way of arriving at the same end.

6845. Do you think that in the universities or in the great public schools they have attained, even with all the labour they have bestowed upon Latin and Greek composition, any great eminence in that branch of composition?—I do not think that general literature would sensibly suffer, if every Greek and Latin composition that has ever issued from the public schools or universities, were thrown into the fire. What should we think of English poems, written by Frenchmen or Germans (particularly if their knowledge of English were wholly derived from books), with half the sentiments and phrases servilely borrowed from Milton or Shakspeare, and the remainder consisting chiefly of palpable imitations of their turns of thought or expression? Surely we should have to reverse all our ideas of literary excellence, before we could admire such tissues of plagiarism as these would be, not to mention how quaint, how ludicrous many of the turns on which the authors most piqued themselves, would appear to us. Such, I cannot help thinking, is the general character of the compositions in question. Even those men of real genius, whose names have shed a false lustre over these performances, seem frequently to have "concealed poverty of thought from their readers, and even from themselves, under the sonorous magnificence of Roman syllables." In truth, their minds have been unable to expand themselves, while clogged with the fetters of a foreign and a dead language, and the most celebrated of their Latin poems appear to me far inferior, in intrinsic merit, to the poorest of their productions in their native tongue.

9846. Have you perceived a very remarkable contrast between the composi-

J. H. Jerrard, LL.D.

29 March 1836.

tions which issue from our schools and the works of the modern Latin poets of Italy?—I do see a very decided difference between the works of the two, and it is to be expected that such a difference should exist, partly on account of the greater resemblance of the Italian language to the Latin, and partly on account of the natural enthusiasm with which the Italian poets, especially soon after the revival of letters, and while modern literature was almost unknown, would endeavour to imitate the ancient poets of their own country; and I should certainly expect the English to imitate old English writers, such as Chaucer or his predecessors, much better than I should expect Italians to do it. But even admitting (what I cannot allow even in the case of the Italians) that some few modern Latin poems possess original merit of the highest kind, this would form but a slender justification of the system pursued in the public schools, of forcing all their pupils, without reference to their particular taste and talents, to devote a large portion of their time to verse composition, and of teaching them (by the prizes they hold out) to look upon distinction in that species of exercise as the highest test of ability and attainment, and a *chef d'œuvre* in education; thus drawing away much of their attention from what is of real value in their classical studies, and consuming their best energies in the pursuit of an object which, in the vast majority of cases, I can scarcely regard in a higher light than that of a frivolous accomplishment.

6847. Lord *Mahon.*] Do you make writing in Greek and Latin prose, as you have described, compulsory, and common to the whole class, or do you confine it to particular individuals?—I make it, up to a certain point, compulsory.

6848. You think that the writing Latin verse is useless, but that the writing Greek prose is an important or necessary part of education?—I do not think it necessary; but I do think it important, as the shortest way of obtaining an accurate knowledge of the Greek language. I think that persons might attain as complete a knowledge of Greek in a longer time without writing Greek prose, but I adopt this practice for the same reason as, in modern languages, prose composition is taught.

6849. If you make Greek prose composition compulsory or common to the whole class, you treat it as if it were a necessary and most important branch; and therefore your opinion is, that Greek prose is, if not a necessary, a most important branch of a gentleman's education; but that Latin verse is only what you call a frivolous accomplishment?—I do consider Greek prose as important; not, however, in itself, but merely as the best means of arriving at a confessedly desirable end. I do not think Latin verse important, either in itself, or as a means to any ulterior and really useful object. Even prosody can be learned as well without it: of this I had been convinced by my previous experience; and since I have been at the Bristol College, several of my pupils, who have been taught nothing more than the mere rudiments of verse composition, read Latin very correctly; in fact, as well as those who have given up much of their time to the making of verses.

6850. Which do you think is most likely to be useful to a man in after life, the power of writing in Greek prose, or in Latin verse?—I do not think that either, in itself, is likely to be practically useful; but, looking at the present state of Greece, I should say the former had the better chance of being so. I have been confirmed in my views of the effects of the system of verse-making by having been informed, that in Germany such a practice does not exist, and that the German scholars, who take the lead of us in every branch of classical knowledge, actually treat with ridicule, and can scarcely believe in the fact, that so much time is devoted to this pursuit at our English schools. Here, then, the experiment of doing without metrical composition has been tried on a grand scale, and with the most decisive results. I beg to add, that my attention has been particularly directed to the merits of this question in consequence of my having, from peculiar circumstances, written but few Latin and no Greek verses until I had been about a year and a half at Cambridge. I then commenced, and, during the remainder of my course there, gave up much of my time to Latin and Greek verses; and never in my life did I spend my time so unprofitably. I found it to be a bad way of learning the languages, and a very circuitous mode of cultivating the taste. I observed that few of the most distinguished versifiers from the public schools (though, of course, well acquainted with the conventional phraseology of the Greek and Latin

Latin poets) were really sound scholars, and that scarcely any of them could write Latin prose well; (indeed the Latin prose, even of our English commentators, is in general very indifferent.) I observed also that most of them were very deficient in a knowledge of the philosophical works of the ancients, in history, and in manly views of Greek and Roman literature. Much of their attention had evidently been frittered away in storing up poetical phrases, which could be of little use, except as mechanical aids in the rapid putting together of Greek and Latin verses. And the conviction was impressed upon my mind that they must have come up to the university stronger in intellect, in general knowledge, and in sound scholarship, had a different direction been given to their studies.

6851. Did not that study make you look much more attentively at the Greek and Latin poets than before?—It obliged me to commit a large mass of verses to memory; a much greater number than would be deemed useful, except for the attainment of this particular object; but tended rather to call off my attention from the most striking and peculiar beauties of the poets; because those passages which are really the finest and best worth remembering on their own account, are often not the best adapted to the purposes of metrical composition.

6852. *Chairman.*] Under a good course of instruction, in which the teacher should direct the student to those writers, and those parts of a writer which were most deserving of his attention in a poetical point of view, would not the objection you have just stated be in a great degree obviated?—To a certain extent; but the tendency of the system is, I think, such as I have represented it to be. I found also by experience, that after a great deal of time had been expended in learning to compose in several different kinds of metre, a great deal more time must be consumed in acquiring that extreme rapidity in composing which is expected from those who compete for classical honours. I had learned from Horace, that to write a great many verses in a short time was a matter rather to be ridiculed than admired; and yet, at the examination for the classical tripos, I was absolutely called upon to write Latin verses at the rate of very nearly 20 an hour. To those who had been educated at the public schools that appeared no extraordinary feat; but it was beyond my powers at the time. I had attained to composing 12 or 14 an hour, but not 20; and I found that my comparative slowness was greatly against me at the examination. But I ought to add, that although all are forced to write verses at the public schools, very few can obtain any real credit for them at the university examinations; and therefore, even so far as that object is concerned, the time of 19 out of 20 may be considered as entirely thrown away.

6853. Why should very few excel in it, since you have stated as one objection to it, that it is purely a mechanical exercise; if it be so, why may not the most unpoetical excel in it?—I do not mean to say, nor did I say, that it is entirely mechanical; on the contrary, I think that those who have most taste and poetic talent will, generally speaking, most excel in it; but I have no doubt that those same persons would far more excel, and improve their powers much more effectually, if they were to devote the same time and attention to the cultivation of English verse. There was at the Bristol College a youth who had a very decided talent for English poetry and composition, and who, at a very early age, wrote several pieces which were highly creditable to him. When he was about 15 years of age, after he had been going on extremely well at the college for some time, his father called upon me, and told me that he wished him to try for a scholarship at Oxford, and asked me if I thought he had sufficient abilities to render success probable. I answered very decidedly in the affirmative. I said that I thought he would succeed in obtaining a scholarship; at the same time, that as far as intellectual improvement was concerned, it would be the worst thing that could be done for him. He at that time excelled in English composition, and was making good progress in the natural sciences, but his father nevertheless expressed a strong wish that he should try for the honour alluded to; and he accordingly commenced the necessary preparation. In about a year afterwards his father called upon me, and said, What an unfortunate change seems to have taken place in my son's studies! Instead of writing English verses, as he used to do, and instead of cultivating with ardour English literature and the natural sciences, and attending to subjects on which we used to converse together, nearly all his time is now

J. H. Jerrard, LL.D.

29 March 1836.

occupied in either committing Latin and Greek verses to memory, or in endeavouring to compose in Latin and Greek verse. I said, This is the result I predicted, and which it was easy to foresee: he will, nevertheless, I am confident, succeed in his object. This he did about a year afterwards; but he told me, and indeed I saw by specimens, that his power of writing English poetry was impaired by bestowing so much attention upon Latin and Greek versification, a practice so fatal to originality, and tending so much to cramp the native resources of the mind. Now this youth is as favourable a specimen of the effects of verse-making as could well be brought forward, his abilities being peculiarly adapted to it. What, then, must be its influence on the generality of boys? I trust that Cambridge will soon get rid of a practice so little in accordance with the other parts of her system: and I have good grounds for hoping this will be the case, as I know that the opinion of several of the most influential resident members of that university on this subject agrees with that which I have expressed.

6854. Do you adopt in Bristol College the practice of speaking Latin?—We do not actually adopt it, though I have sometimes thought it might be useful, but our *vivâ voce* reconstruing of the lectures, when carried on with spirit, is an exercise approaching to the speaking of Latin.

6855. After your mathematical studies, you pursue a course of natural philosophy?—Yes.

6856. What is the extent of that course?—It embraces all the branches of mixed mathematics.

6857. How high do you go in that portion of the course?—An opportunity is afforded of pursuing it to the same extent as at Cambridge.

6858. What are the text books you read in each of those branches?—Brinkley's Astronomy (which, however, is about to be superseded), Poisson's or Whewell's Mechanics, and Poisson's Hydrostatics; popular treatises on these subjects having been previously read. None of our students have yet read optics or physical astronomy.

6859. Do you pursue a course of mental science in the College of Bristol?—We had a class some time ago who read Locke's Essay upon the Understanding, illustrated by copious commentaries from the lecturer; but the principles of both metaphysical and moral science have hitherto been chiefly taught incidentally, because it is my impression that those studies, though eminently important, and indeed essential to a complete education, ought to be reserved to the end of the course, and when the students' "wits are well ballasted for the deeps of controversy"; and hitherto we have had only for a short time students of sufficient age to engage in them systematically.

6860. Is Locke the only book you read, or the only system you touch upon?—It is the only system that we have as yet touched upon, but should the students hereafter remain long enough with us to finish their education, which hitherto they have not done, I should certainly extend the course so as to embrace other systems. With respect to logic, the attention of the students is called to the different forms of legitimate argument and to the various classes of sophisms, as illustrations of them arise in the course of their reading, Archbishop Whately's excellent work serving as a book of reference.

6861. You stated in a former part of your examination that the course in the natural sciences was tolerably extensive; what portion of the sciences do you generally comprehend?—At our junior department we have lectures in the different branches of natural philosophy, the popular parts of which are taught something upon the system of Dr. Arnott's physics; we also have lectures on zoology and the collateral branches of natural science; and all those lectures, particularly the latter, excite a most extraordinary degree of interest amongst the students. If the Committee will allow me, I should like to read a letter, which I received a short time ago from Mr. Price, the head master of he junior department of our college, stating the period of the commencement of his lectures in natural history, and the effects which they have already produced:

He says: "I think it was in October last that we finally agreed on the lectures on natural history of which you have requested me to send in a report. It was, you remember, our mutual wish that the design of the Bridgewater Treatises should be kept in view, viz., the exhibition of the power, wisdom, and goodness of God in his works of creation, and that such of those treatises as were available should be employed as text-books. I accordingly selected one which

J. H. Jerrard, LL.D.

29 March 1836.

which I had been lately reading with much pleasure, that by Dr. Roget, on Physiology, thinking that subject would form the most solid foundation for the popular studies of zoology and botany; but, confining myself to the former, because we had already an appointed professor of botany in our talented friend Mr. Rootsey. From that time lectures have been delivered regularly twice a-week, and have been received with much attention and interest by the whole of the junior department, (and you know how great a majority attend Mr. Faulder's weekly lecture on natural philosophy, where his excellent apparatus, drawings and explanation of phenomena, render me a most willing assessor). At the examination lately held (March 3) for the first time, in the subjects of my lectures, it appeared that a large proportion of the junior students have a tolerable notion of the most important animal functions, and considerable general knowledge in natural history; the time for each lecture being limited to half an hour, it was evidently impossible to satisfy the *vivâ voce* questions that soon began to pour in 'as thick as mill-wheels strike.' I therefore established an album, on which all questions (on Mr. Faulder's lectures or my own) should be entered: these are booked by the boys on the left hand page, and on the right I answer them as fast and as well as I can. I think you will find that most of them are rational queries enough; many, indeed, 'ill to solve,' as I think Wordsworth says of infantine inquiries. But as almost any kind of question will give occasion, directly or indirectly, for instruction of one kind or other, the restriction of excluding anonymous queries seems quite sufficient. The information they have gained has been without the very desirable assistance (for want of funds) of pictorial designs, excepting little engravings shewn out of books, the largest they have seen being those in 'Bell on the Nervous System' (borrowed). But this defect will, I hope, be remedied when the Council have learned how popular (and I trust useful) our plan has turned out amongst the students. I have lately had the opportunity of dissecting before such as chose to attend during play hours (and the natural history has often enticed a good number even from their play) a squirrel and a kitten, both of which were afterwards passed round the whole class, and excited great admiration. And as great numbers of the latter animal are being continually destroyed in the natural course of things (for I have prohibited the slaughter of any animal for this purpose), I hope to have very frequent occasions of impressing their lessons upon them by ocular demonstration in this way. A few days before the Christmas vacation, I threw out a hint about making a museum for themselves. Immediately on their reassembling, donations began to accumulate, and have ever since gone on so rapidly that, having no shelves or cases to stow them in, we are much at a loss for room, and the specimens at present lose much of their utility for want of proper arrangement. This state of things I hope to see remedied by and bye. I have also thought it worth while to solicit loans, and sometimes we have a curiosity brought us for the evening of lecture, sometimes for a longer time, and one case of four stuffed birds is deposited during the owner's stay at the college. Since January 18th, we have collected a very large drawer full of fossil shells, madrepores, encrinites, &c.; ditto of quartz, crystals, chalcedony agates, rough and polished cornelian, jasper, menelite, chert, &c.; ditto of skulls; various teeth, vertebræ, peloes, horns, antlers, &c.; ditto of recent shells, about 100 species; a large drawer of corals, gorgonia, flustrum, &c.; ditto of ores, lead, copper and iron, with various scoriæ; ditto calcareous spars, stalactites, sesstana, &c; ditto lignites, fern impressions, dried fruit, &c.; two large blocks of petrified wood; granite from Cleopatra's needle and Pompey's pillar, Mosaic pavement; five bottles of spirits, containing animals or vegetables; skeleton of a cat and starling; three stuffed birds; a boa constrictor stuffed; sulphur from Vesuvius; commencement of specimens, about eight, of the local geology, with a great number of other things for which I must refer you to the said crowded drawers; so that I think the question asked by some hesitating supporters, 'whether we are really going to have a museum?' is already *satis superque* answered.—P. S. I think there are people who if they knew the history of our nascent collection, would, even from a distance, help us with duplicates from their own districts, &c. &c. Cambridge friends should be asked for chalk fossils, London for those of their own clay.

I forgot to say that a large scrap-book has lately been opened for the reception of pictures illustrating our subjects, authentic memoirs of animals, &c. &c., which will, I hope, help to add to the interest already felt."

6862. In that letter there was a reference to a book kept for the purpose of asking and satisfying questions; can you produce that to the Committee?—Yes; and I think that many advantages arise from Mr. Price's plan: in the first place, it is a good exercise for the students to devise the questions; and in the next place, it enables the lecturer to discover those points in the subject which most interest and are likely to be best comprehended by them, thus resolving at once two of his greatest difficulties. In reference to a question which I was asked yesterday respecting the order in which I thought the different branches of natural science should be presented to the youthful mind, I do not think as yet the science of mind is sufficiently understood, or the science of education sufficiently advanced, to enable us satisfactorily to answer that question; but in a general way, I think it may be said, that those sciences, the phenomena of which present themselves immediately and constantly to their senses, such as the science of zoology, relating to animals; of botany, relating to plants and flowers; of geology and mineralogy, are those which

J. H. Jerrard, LL.D.

29 March 1836.

would attract them at the earliest period; it would afterwards be desirable to proceed to those sciences which rather unfold the secrets of nature, than present striking and every-day phenomena. There are, however, in every department of science, experiments of such a kind as strongly to awaken from the first the attention of the young student, and these the judicious teacher will seize the proper opportunities of bringing before him. That natural history is highly attractive to young students in general, is, I think, clearly demonstrated by the book now before me; it is quite extraordinary that all the students, without exception, take a most lively interest in these lectures, and of this I lately had a strong proof, for when I was removing some students from the junior to the senior department, although they considered the promotion a high honour, and had looked forward to it with great eagerness, they asked me whether it would be possible for them to attend Mr. Price's lectures on zoology, and when I told them it would not be so, on account of the hour at which he delivered them, they expressed and manifested great disappointment. This made me determine on a different arrangement, as I think it of great importance to afford the young student every facility for applying to natural science; it cultivates his powers of observation (which are often quite neglected), associates his studies with what is agreeable, and enables him to draw from them matter of pleasing conversation with his companions at school and friends at home, by whom allusions to his ordinary pursuits are apt to be treated as pedantic. It produces a habit of observing intelligently and of generalising cautiously. While it fosters a devotional spirit by constantly directing the thoughts to the wonders of creation, it at the same time, by filling the mind with analogies of nature, tends to guard it on all subjects against the extravagance of speculation.

6863. In giving lectures, what course do you adopt; do you require the student to write from dictation, or does the lecturer read and afterwards examine the pupil upon the substance of his lectures?—At the senior department the students are required to prepare all their lectures before they come to the college; at the junior, some of them are prepared at the college. The students do not take places at lectures, but retain their places from month to month. Some things are taken down from dictation. During the lecture an interchange of question and answer goes on between the pupils and the lecturer, who is occupied either in ascertaining the degree of their acquaintance with the subject, in answering their questions, or in communicating to them fresh information. The fact is, that I think education cannot be properly conducted unless a great deal comes from the lecturer. I think that all lecturers ought to be men of high qualifications, and on that account I think that normal schools are absolutely necessary. I despair altogether of education being such as it ought to be, unless highly qualified men are induced to engage in it, because I have found by far the most effectual way of elevating and exciting the minds of the pupils and calling out their faculties, is by a constant system of question and answer going on between them and the lecturer, and by the lecturer being continually engaged in drawing up their minds towards his. On this account I am inclined to prefer the system we pursue, to the monitorial system, when carried to the full extent. I think that when men are qualified for the office of teachers, they can explain every subject to boys better than boys can to each other. I have often tried the experiment at the Bristol College; I have called on the most intelligent boys to explain things to the others, and I have found that the class were not satisfied with those explanations; I have afterwards endeavoured, and other teachers have similarly endeavoured to explain the same things, and we have found that by varying the illustrations, and putting the things in a clearer light than the boys from their limited knowledge were able to do, we have succeeded in satisfying the class upon many points, upon which the explanations of the boys were ineffectual.

6864. Is there not one advantage in the monitorial system which you have omitted in your answer, that it exercises the minds of the monitors, and so far is beneficial to every class in the school?—I admit that benefit, and make use of it in our system of instruction, in which I endeavour to combine what is good in other systems, without pushing any principle to its extreme length. I call frequently on boys, the more intelligent of them, at least, to explain to the class what has been stated to them, and what does not appear to be generally understood by them.

6865. Do you approve, in general, of the monitorial system in elementary schools?—It is a great saving of expense, and well adapted to facilitate the mechanical parts of instruction, in which I think that boys may be usefully employed. They may be also practised with advantage in explaining things to each other, the master superintending and supplying their deficiencies. But, however they may be exercised in the task of teaching, it is impossible to give them that maturity of judgment, and that fulness of knowledge and power of illustration, which a really good master must have at command. He ought to be able to turn almost everything he knows into matter of instruction, and to possess that flexibility of thought (illustrated in a high degree in the works of such writers as Dr. Watts and Miss Edgeworth), which will enable him easily to bring his explanations to the level of the understandings of boys. I have no doubt that the monitorial system, though far less expensive, is, in point of real efficiency, far below such a plan as I have alluded to, in which a considerable number of well-trained and highly qualified masters are employed.

6866. What course do you adopt in the moral education of your pupils, both in reference to instruction and to training?—The direct religious instruction of the boys consists in reading the Scriptures every morning, and in making certain general comments upon them; such as impressing on their minds the moral precepts of the Gospel, and enforcing the necessity of a religious life. There are also lectures once a week in the Greek Testament, in which critical explanations and illustrations of the text are given, and the subjects of prophecy and the general evidences of religion are treated of. Farther than that we cannot go in addressing all the students together, because it would be contrary to the principle on which the college is founded, to interfere with the peculiar tenets of any denomination of Christians. I have already mentioned, that in addition to this, there is a special provision for the instruction of students of the Church of England, who are thoroughly grounded in the opinions of their church by regularly appointed theological lecturers. The moral training of the students is effected less by formal lectures and exhortations than by incidental teaching and the general habits and feelings which result from the whole tenor of the course pursued. In the first place, a very broad line of demarcation is drawn between moral offences and faults of idleness, or boyish thoughtlessness; the former being punished with the greatest severity that our system admits of, while the latter are visited with comparatively trifling notice: also, in our observations to students, we always hold up their religious and moral advancement as the great end of education. We never in any way put intellectual improvement or excellence in competition with it: in fact, the very soul of the system consists in exalting the moral above the merely intellectual qualities of the mind. Consistently with this principle, the first question we ask before we allow students to be candidates for honours is, whether their moral conduct has been such as to qualify them to become so: if they have not reached a certain very high standard, (determined by the conduct-marks which they receive at every lecture), they are at once disqualified. We also take care, in lecturing upon the classics, upon history, and on other subjects, constantly, and with the greatest earnestness, to bring forward and apply, as a test to every action and sentiment, the standard of Christian morals, guarding the minds of the students not only against the grosser pollutions of the pagan writers, but also against unconsciously imbibing (as I am convinced is often done) much of the spirit of heathenism, and especially that passion for fame and love of war which the writings of the great poets and historians of antiquity have so strong a tendency to produce. In this way a religious and moral spirit is made, I trust, to breathe through the whole of our instructions, and Christian morality is interwoven with the whole texture of our system: it is never dissevered from it; nor indeed do I conceive it capable of being separated from it, without destroying its very essence. If one student acts unkindly to another, I always ask him the question, whether or not that conduct is consistent with the Christian precept of doing unto others as he would they should do unto him: such precepts are not merely brought foward *ex cathedra*, and on formal occasions, but they really pervade every part of our instructions. The students are taught to refer all their actions and intercourse with each other to that rule, while, at the same time, the necessity is pressed upon them of examining whether they are truly actuated by the Christian motives of love of God and good-will towards man. Good manners are

J. H. Jerrard, LL.D.

29 March 1836.

treated as a part of good morals, and uncourteous conduct, whenever it occurs, is represented as a breach of Christian duty, being shown to be inconsistent with that benevolent temper which would seek, on all occasions, to promote the happiness of others, instead of giving unnecessary pain. If a student has been guilty of improper language, of swearing, which is exceedingly rare, or falsehood, which, I am happy to say, is also exceedingly rare, we take care to demonstrate the utter impossibility, consistently with our principles, of doing otherwise than visiting such offences with the most severe punishment. Students in the senior department would be suspended from the college either for swearing or telling a falsehood. I am happy to say, that I have not found it necessary to suspend more than three or four students in the senior department, and that during the infancy of the institution; although I never could let an offence of that sort pass without suspension. I tell the students upon such occasions, that we could not expect the blessing of God to rest upon our institution, if we suffered those to remain amongst us by whom his commandments were openly violated, or his name taken in vain.

6867. What are the punishments which you generally employ for enforcing the principles of morality?—There are in practice many more gradations of punishment at the junior department than at the senior, where happily punishments, except of a very light kind, are now almost entirely dispensed with; therefore I will commence with the punishments at the junior department. First, for inattention, or not having prepared their lesson, they lose honorary marks; their places at the monthly examinations, indeed at the public examinations, are determined by the number of marks they obtain. Marks are given them every day for all their lectures, and are summed up at the end of the month and added to those obtained at the monthly examinations, their relative places being determined by the aggregate, so that a perpetual incentive to exertion is kept up, and a loss of marks, varying according to the degree of the offence, is felt as a punishment. After loss of marks comes loss of play and confinement in the lecture-rooms; next to that is solitary confinement, sometimes accompanied, as is also the preceding punishment, with an imposition, which ought, however, to be so managed as to be regarded by the delinquent rather as a relief than an additional infliction. The next gradation is the loss (with my express sanction) either of part or the whole of a holiday, and about this point the punishments for moral offences begin. But should all the ordinary means prove unavailing, they are formally reported by the head master of the junior department to me. I, in the first place, privately admonish them, and in 19 cases out of 20, they feel it so much that they shed tears; but if this should not be sufficient, I then report them to their parents, requesting them to exert their authority at home in upholding mine at the college; and if after a report to parents, accompanied generally with a public admonition before the class, I find the conduct of the student still unimproved, I separate him altogether from the other students for a considerable time, keeping him in a room by himself, where he is occasionally visited by the masters to be heard his lessons, but where he is absolutely forbidden to hold any intercourse whatever with his fellow students, or they with him, under pain on his part of being sent away from the institution, and on theirs of being subjected to the punishment inflicted upon him; that is considered a great and very formidable punishment, and while effectually securing the other students against the contagious influence of his bad example, it has generally produced a salutary effect upon the offender; but if the regulations under which he is confined should be broken, or if he should still continue obstinate, and we should consider the case as at the time absolutely hopeless, I suspend him, or at least require his temporary withdrawal from the institution, taking care to state to his parents, that although I look upon him at the time as unfit to associate with the other students, yet if after a certain period of probation he is able to bring testimonials from some other master of good conduct, I shall be happy again to receive him within the walls of our institution, in order to prevent anything like a permanent stigma from being attached to him. Only one case has occurred in which hopes of re-admission have not been expressly held out. This I mention very particularly, because it has been insinuated by one who ought to have known better, that we have frequently expelled students from the Bristol college; no expulsion has yet taken place, and not more than half-a-dozen students have been removed in this manner, and of these six boys, application has already been made for the re-admission

of

of one, and it has come to my knowledge that the parents of another have lately recommended the college to their friends. A few students have been suspended for a few days from the senior department for a species of offence which existed at first, but now may be said to be completely banished from among them, that is, striking each other.

6868. Lord *Mahon*.] It appears from this Report, that the very great frequency of reports to parents, has formerly been a matter of complaint?—That was before our system was properly established, and while the reports at the junior department were made, not by me, but by another officer, on whom I was willing that this responsibility should rest. But the evils which arose from this division of authority soon forced upon me the conviction that it was necessary for me to take upon myself the entire responsibility in all matters relating to discipline as well as to instruction. An arrangement to that effect was accordingly made; and since that time the constitution of the college in this respect has worked very satisfactorily. I beg to mention the whole amount of serious punishment which I have found it necessary to inflict at the senior department since September last; it has been about 12 hours of solitary confinement in a light room; only three students have at all seriously misconducted themselves during that period; one left the college for half an hour, expecting that he should escape observation; that is the grossest offence which to my knowledge has taken place in that department since September last. I can also state that the number of punishments continues regularly to decrease at both departments. The fact is, that in order to escape as far as possible from the necessity of punishing offences, my attention has always been directed to the best means of preventing them. In the machinery employed for that purpose, (not to dwell at present on by far the best and most powerful of all means, the moral influence acquired by the masters over the minds of the pupils,) I make much use of the tyrant's maxim, though not in the tyrant's sense, "divide and rule." The separation of the students into two distinct departments, the lecturing of each class in a separate room, and the sending out of the different classes at different hours to the play-ground, greatly facilitate the maintaining of discipline by cutting off many temptations to disorder. I find it also of great importance to check instantly the very first symptoms of misconduct of every kind. "Comprime dum nova sunt surgentis semina morbi." With this view, the students whilst at play are always under the eye of at least one of the masters; and a number of minute regulations have been made and are constantly enforced in the lecture-rooms, the object of them being explained from time to time to the students, in order that they may see that no unnecessary restrictions are imposed upon them, but that it is my anxious wish to govern them by reason, and not by the exercise of arbitrary power.

6869. With reference to this state of discipline to which they are brought, will you explain this circumstance, that in the cash account of the college, there is a bill of the glazier, with a deduction from it of fines for broken glass?—I beg to explain that; our present premises are not well adapted to our purposes. Our play-ground is very small, and immediately adjoining the college, and the students at one time were very fond of playing at a game resembling cricket, and often unintentionally drove their balls through the windows of the college. And this reminds me of a fact, which shows the degree of honourable feeling that prevails among them. Notwithstanding the great number of panes broken at that time, there was scarcely ever the slightest difficulty in ascertaining who broke them. I had nothing to do but to ask the question, and on being informed, I merely told them they must pay for them, and that they had better be more cautious for the future.

6870. Then it was not malicious breaking?—No; but the number broken accidentally, was so great, that I was reluctantly obliged to put a stop to that game. When the college first opened, some panes of glass as well as other things, were broken maliciously. If, on such occasions, the delinquent acknowledged his fault, he received a slight reprimand, and had to pay for what he had done, (a penalty which soon cured him of his propensity to mischief); but if he denied it, he knew he was liable to the extreme punishment of suspension, which was actually inflicted in more than one instance, no pains being spared to discover the offender. The same principle was uniformly acted upon, so that the students soon felt it to be their interest as well as their duty to tell the truth. Thus, in a short time, a general habit of speaking the truth, and a

J. H. Jerrard, LL.D.

29 March 1836.

strong sense of honour (even in those who were not governed by higher motives) began to prevail among them.

6871. *Chairman.*] You have not been obliged to recur to corporal punishment?—Not in a single instance.

6872. You do not find the discipline of the school impaired by that circumstance?—On the contrary, I never saw any thing like such discipline maintained in any institution where corporal punishment exists; I was much pleased with the character which a student, who joined us some time ago, gave his friends of the college. I think he exactly hit upon the points in which it differs from most other institutions; this youth had been at six schools in England, and one in France, and thus had had ample experience in other schools. After mentioning that the discipline was beyond all comparison superior to any thing he had before witnessed, he said there were three points which struck him most remarkably in the students of Bristol College; their courtesy, their industry, and their feelings towards their masters; for instance, that the day after his arrival at the college, instead of his being treated with contempt as a new comer, the students came up to him and asked him how he was, and if they could perform any little services for him; in the next place, that while in other institutions the students were, generally speaking, desirous of evading work, at the Bristol College they seemed to be all trying who should learn most. Another thing was, that while at other institutions the masters, with but few exceptions, were disliked and abused by the boys, at the Bristol College, on the contrary, they were greatly liked. And the only question was, who was liked and respected most. The truth is, that the masters at the Bristol College abstain from the use of harsh and insulting language to the students, avoid hurting their feelings, and treat them with real courtesy. All this has naturally a powerful influence in producing corresponding conduct on their part, both towards us and towards each other.

6873. You have had a variety of experience in this college, persons taken from various classes and with various dispositions; have you found this system of abstinence from corporal punishment, and the application only of moral means, to work with equal effect upon all, and to be equally beneficial at all times?—I had at first great difficulty with those who came late to us from other institutions, or who (without reference to the particular class to which they belong) had been badly brought up at home. I have also had to deal with boys of peculiarly refractory dispositions, some of whom have even proved unmanageable at other places; but I have found the system eminently successful with students of all descriptions. Finding the treatment they experience at the college so different from what they have been accustomed to, and the general feelings of the students so opposed to their own notions, the very worst of them seldom hold out long, but soon fall in with the habits of thought which prevail at the institution. Perhaps the great power of the system may be said to consist in our having established a law of opinion strongly favourable to the maintaining of discipline and morals. In effecting this object I have been greatly assisted by the feeling on the part of the students, that they were exempted from corporal punishment, and were expected to act on higher principles than if they had been subject to it. The tone of feeling of every student would be instantly lowered by the introduction of the rod among them, and thus the system would lose much of its moral force, and a far greater injury would be inflicted on our institution than can arise from the occasional (and as experience has proved, very rare) removal of a refractory student.

6874. Is the public feeling of the college favourable to the maintenance of this discipline in general?—Decidedly so; for a long time we had to contend against a good deal of prejudice upon the subject, and soon after the college opened, two pupils who, otherwise, would have been sent, were actually withheld from us, upon the express ground that corporal punishment was not inflicted in the college; but latterly, since the results have manifested themselves, public opinion has undergone a very marked change; people in general, notwithstanding the jealous scrutiny to which the college is subjected, are forced to admit that most excellent discipline prevails with us.

6875. You have stated that one of the most powerful means you use, is the application of private and public admonition; have you found that the public opinion of the school, in cases of public admonition, bears out the teacher in general?—I have found that it does so completely, in consequence of the course

which

J. H. Jerrard, LL.D.

29 March 1836.

which is invariably pursued at the college, and which is absolutely necessary in order to render possible the maintaining of discipline without corporal punishment. It is necessary that the teacher, in such a case, should throw away the tyrant altogether, and conduct the institution entirely upon the principles of justice and benevolence; and he must let it be seen that he is never actuated by passion, but solely by a regard to what he considers his duty. Before he subjects a pupil to the disgrace of a public admonition, if his guilt is not at once apparent, he must go through all the evidence carefully and laboriously, in the presence of his fellow students, evidently feeling a reluctance to arrive at a conclusion unfavourable to him, and calling upon any one who may have anything to urge in his favour to bring it forward, in order to give him the benefit of the fairest possible trial. Pursuing this course, I feel a perfect confidence, that on such occasions I have the sympathies of the students with me, and I am enabled to say to the student, if found guilty, when I condemn you you must be self-condemned, and you must perceive that you are also condemned by your fellow students. But in carrying the feelings of the students along with me, on any particular occasion, I am greatly assisted by the general conviction which I know exists in their minds, that they will not be punished more severely than is absolutely necessary. Among the advocates of the rod it has generally been supposed that some advantage is to be gained by having the rod as a last resort. That I deny altogether; I think it much better to have dismissal or removal from the institution as a last resort, because the students are convinced that that punishment will not be resorted to unless in cases where it is really unavoidable. They know that the institution loses something by losing a pupil, but they think that a master who flogs loses nothing by flogging; on the contrary, some persons who flog in ill temper, appear to them rather to like the opportunity of giving free scope to their passion. There are also some direct means by which I make it manifest to the pupils, that it is a leading object with me to inflict upon them as little punishment as possible. Every punishment is registered in a book kept for the purpose, with the name of the officer that inflicts it. Every month, when they are assembled together at examinations, I refer to the amount of punishment, and when I find that it has diminished during the month I express evident pleasure; and when strangers visit the institution, I tell them before the students the amount of punishment, dwelling much on the smallness of it, and its gradual diminution; and thus the boys see it is, as it were, my interest, that it is at all events my earnest desire, that there should be as little punishment as possible, and in consequence of that conviction, and of the kind manner in which they are uniformly treated by the masters, they are extremely desirous of avoiding hurting the feelings of me or of any of the officers. I can say truly, that during more than five years that I have conducted the Bristol College, I have never received an insulting answer from any boy, and under no circumstances in life has my temper been less tried. But I think it right to add, that I feel a great predilection for these pursuits, and a deep sense of their importance, and it appears to me to be the true secret, that no man ought to engage in this profession unless he regards it with similar feelings, and this appears to me another argument for the establishment of normal schools. If a man had to go through a course of preparation at a normal school, he would discover in time whether or not he took a great interest in watching over the gradual unfolding of the faculties, and "pouring fresh instruction o'er the mind," which, Thomson says, is a "delightful task," as I am sure it is, to those who are qualified for it; and yet the passage is often quoted with a sneer, as if the contrary must necessarily be the case, so many teachers are there who seem to derive anything but pleasure from their occupation. If persons had an opportunity of discovering whether they had really a predilection and aptitude for these pursuits, then we should not have men engaging in this profession who dislike it above all things, who want that indispensable requisite for it, command of temper, who seem to be perpetually in a state of irritation, and to be always venting upon the heads of the unfortunate boys the effects of their own chagrin, at finding themselves in a situation for which they are wholly unfit.

6876. Lord *Mahon.*] Do not you find that your system is liable to this difficulty, that it proceeds upon the assumption that the reason of the boys is already perfectly formed and developed; that it enables them to come to right conclusions upon their master's conduct, and to form the same deliberate and

J. H. Jerrard, LL.D.

29 March 1836.

just opinions which full grown persons might form upon the subject?—I think that the reason and the feelings of boys are sufficiently developed, to enable them to discover whether adults are actuated by feelings of real kindness towards them. Boys love their parents, and they love those who treat them with kindness, and they are easily able to distinguish their real from their pretended friends; none are more sharp in detecting hypocrisy, and none more capable of doing justice to the motives of those who regard them with affection, and feel a sincere desire to do them all the good in their power.

6877. The question is, whether at the beginning of education you think the reason of boys is sufficiently developed to follow the intricate trains of reasoning which you have ascribed to them?—Our system of discipline is based chiefly on appeals to their better feelings, and I do not think that any trains of reasoning relating to their master's conduct are expected to be understood by them, which are beyond the reach of their faculties.

6878. *Chairman.*] It is in consequence of their feelings of attachment to their teacher that they rely upon the decisions of their teacher, with regard to their moral and intellectual conduct?—Yes, and even though they might not be always able fully to appreciate the trains of reasoning employed, yet their great confidence in their teacher, which rests upon the facts that they can understand, would induce them to repose confidence in him with respect to some few things which might be above their comprehension. You have spoken of the attachment of the pupils to their teachers. Now, I find that our system of question and answer which is perpetually going on in our lectures, our not affecting the character of knowing everything, but having each of us the courage to say sometimes to the boys "I do not know," and our habit of mentioning constantly by way of instruction, facts drawn from our own experience; I find that all these things tend to gain their confidence, and a complete hold of their affections, and when that is done there will be no difficulty in maintaining discipline without the rod; once do that, and you will find that the rod would greatly diminish, instead of adding to the authority of the teachers, and that the government, instead of being weak, will be exceedingly strong. Now, I think there was a very striking proof given, perhaps a stronger one than under ordinary circumstances could have been afforded, of the complete power and great resources of this system. Owing to extremely ill health, I was obliged about a year and a half ago to be absent for some months from Bristol; two new officers of the senior department had been appointed just before my departure, which therefore occurred at a very unfortunate time; although those two gentlemen were very able men, and have since proved themselves to be most efficient in administering the system, yet as this system requires a good deal of experience before it can be properly carried into effect, of course it could not be expected that they should be able fully to work it out at first, and consequently just before my return there was considerable disorder in some of the lecture rooms. I returned when the system might be said to have got a good deal out of order at the senior department, and I was able in a single day to bring it into a completely good state again. Of course there had in the meantime sprung up among some of the students a spirit of insubordination to a certain degree, which took some little time in subsiding; but as far as the external evidences of discipline were concerned, the most complete and absolute order was restored the very day of my reappearance, and this at a time when I was in wretchedly bad health, and therefore as little efficient as it is possible for me to be.

6879. What course did you pursue upon that occasion?—I was not myself aware till then of the full resources of the system. I went into the lecture-room, in which I knew that the greatest relaxation of discipline had taken place; I told the students that I had come in the state of ill health in which they saw me, from a considerable distance, in order to restore discipline among them, and to prevent the institution from suffering that disgrace which it must do, if such conduct were persevered in; that I knew I could fully trust the great majority of them, but that there were some new comers among them who were not acquainted with me, and in whom therefore I could not have the same confidence; that I must now make regulations which would extend to every case; that I was determined to restore order at any sacrifice, even though it might cost the institution several students; and I said I now mean to affix a punishment of a kind that I never as yet have found it necessary to

resort

J. H. Jerrard, LL.D.

29 March 1836.

resort to for the enforcing of discipline, but violent disorders require violent remedies, and I feel myself compelled to adopt this plan: the very first student that even whispers in this lecture room, or is guilty of the slightest breach of discipline whatever, I will suspend for a month from the college. I then said to the professor, "You will report to me the first student that even whispers in this room; I pledge myself to inflict upon him the punishment I have mentioned; I require of you to report him instantly." On his promising to do so, I said, addressing the students, "You know the pain the infliction of this punishment would give me, but I have put it out of my power to withhold it if incurred, and shall remain at hand so as instantly to suspend the first offender. Let any student who wishes to be a martyr in a most foolish cause, to hurt my feelings and bring disgrace upon himself, set the first example of disobedience." Not one of them did so, the most perfect order prevailed, and they were soon able to go on without having any unusual punishment hanging over them.

6880. Have you found these moral means operate as much upon the younger students as upon the elder ones?—There is of course at first more difficulty with the younger ones, but I find that they all soon partake in the general spirit that prevails; the younger follow the example of the elder; those who have not arrived at an age fully to appreciate the force of these motives, are led by the example of those whom they look up to.

6881. You said that you have had some difficulty with pupils that have come from other schools, do you think that is one of the greatest difficulties that a teacher has to contend with?—Certainly.

6882. And in proportion as elementary education was ameliorated, the difficulties found at present in maintaining discipline in collegiate and academical education, would gradually vanish?—I have not a doubt of it.

6883. Do you think, if an university were composed of pupils coming from a college similar to yours, and if sufficient moral discipline was maintained by the professors, that we should not have to complain of those breaches of discipline and morality which at present infect those establishments?—I have no doubt that those evils would be materially diminished; but I am not an advocate for congregating into a focus very large masses of students. I think that withdrawing them from the superintendence of their parents, and subjecting them to the law of opinion which exists among young men of their own age, and setting them free from the good and moral influence which results from the action of the opinions of their seniors upon their minds, that all those things are evils, and tend very much to produce those unhappy results, of which we have reason to complain. The plan of establishing a central university for conferring degrees, and of colleges in connexion with it, in different parts of the country, appears to me far preferable.

6884. Do you frequently require the students to recur to the examination of their own conduct?—I frequently impress upon them the necessity of self-examination, and when the students are guilty of any offence, I make them, in the course of my private admonitions, carefully analyse their motives; and I consider all their excuses, show their futility, and force them back at last upon the real springs of their conduct. I lead them on to a declaration against themselves in the great majority of instances.

6885. You think this a much more useful mode of proceeding than punishing them for the offence, inasmuch as it provides an instrument of moral power which may be applied hereafter?—I quite agree in that.

6886. Have you seen the results of your system in any pupils that have left the college?—The college has not been established sufficiently long to enable me to judge of the results, upon a large scale; but in those cases in which I have had an opportunity of observing, I have found that they have carried into other places, the good principles they have imbibed with us; and some remarkable instances of considerable change of character have occurred even in students who have joined us at a tolerably advanced age. There was one pupil, from whom nothing whatever was expected in the way of intellectual distinction, and whose moral character did not, as I afterwards discovered, stand very high. He, as soon as he joined us, being then 18 years old, changed his habits altogether, and has now attained a very good character, and is considered a good scholar. Several students who have been considered dull before joining us, have soon afterwards exhibited talents which they were not before suspected to possess.

J. H. Jerrard, LL.D.

29 March 1836.

6887. What are the reports of the parents, of the conduct of their sons at home; have they generally found that they were ameliorated by the system pursued in your college?—Almost always; in the notices of the withdrawal of students from our institution, I receive the most satisfactory letters from the parents, in many instances expressive of the deepest gratitude for the very beneficial change that has taken place in their sons' disposition, conduct, and mental acquirements, since they have been in the institution. I have only known one instance, in which a parent has complained of his son's morals having been deteriorated, and in that instance I was satisfied, on strict inquiry, that the student was the corrupter of others, instead of being himself corrupted.

6888. Do you extend the observations which you have made as to the improvement of the moral character, to the day scholars as well as to the boarders, or do you find greater difficulty with the day scholars?—Upon the whole, about the same; the influence of parents is in the great majority of cases most beneficial to the youthful mind, and I should say that the conduct of the day scholars is about on a par with that of those in the boarding houses; but where the heads of the boarding houses are very eminently calculated for their office, I then find that their pupils are superior to the general average of the pupils of the establishment.

6889. Do you find that the professors you have in your institution are well calculated to carry into full effect the principles you have mentioned?—Nearly all of them at the present moment are well calculated to do so, but all of us have been obliged to work up our way to this point; none of us were originally capable of carrying them properly into effect. We have required training ourselves before we could properly train the boys; another argument for a normal school. But some have said, as an objection to the system, that I, with the authority of principal, no doubt possess a great ascendancy over the minds of the students, and easily maintain discipline, but they have asked whether the other officers can do so. Now I will take a very strong and striking instance in the affirmative. At the junior department we have a junior officer (formerly for a short time a student of our senior departments), who is a dissenter, who has not taken his degree at any of the universities, and who consequently has none of that prescriptive honour to assist him in acquiring an influence over the minds of his pupils; yet there is no officer in the institution who maintains stricter order and discipline than he does in his room, and I have found invariably that if the pupils in any lecture-room have been frequently reported to me as disorderly, the fault ought to be laid at the door of the officer. I have always found the ill conduct of the students in direct proportion to the incompetence of the officer. We have been obliged to dismiss one master from the junior department for striking a student. I was determined from the first to express my resolution of altogether abolishing that punishment. Having long felt convinced that the grand means of improving education was the substitution of a higher system of motives for those low ones which accompany the use of corporal punishment, I would at any time much rather have given up my office at the college, than resorted to the rod for the maintaining of discipline. The disgust created in my mind by the tyranny which I had observed in masters who used this instrument of punishment, would have made education to me a revolting employment, had the rod been required. As it is, there is no subject whatever, and no pursuit in which I take so much pleasure, nor can I contemplate any happy course of life but as some way connected with the training of the youthful mind to knowledge and virtue. It appears to me to be the best and most important sphere in which benevolence can exert itself, as I believe there is no way in which we can have so much influence over our fellow creatures for good, as in training them when young to the knowledge of truth and the practice of virtue; and when I reflect that many of the first minds of antiquity were devoted to the instruction of youth, I confess that to me it appears that education, which I now know to be capable of being conducted upon such principles as I have stated, and the importance of which is again beginning to be understood, might easily be placed on such a basis as to engage in its immediate service many men of the highest intellect at the present day.

6890. You have stated that there is a considerable contrast between those institutions which have been conducted upon the principle of corporal punishment,

ment, and the college of Bristol; do you mean to apply that observation to merely temporary effects, or to the general results upon the character and understanding of the boys?—To the general and permanent effects decidedly. The principles we instil into their minds, in order to govern them without corporal punishment, are essentially of a permanent character, and very different from those inculcated at institutions which chiefly rely for the maintaining of authority on appeals, not to the reason and the better feelings of the pupils, but to their fears. But after having stated my own opinion upon the subject of corporal punishment, if the Committee will allow me, I should like to read a letter from the head master of the junior department, Mr. Price, who has had great experience in teaching, was himself educated and subsequently a master at a public school, and has had a great deal of the management of younger boys.

"As you have done me the favour to request my opinion on the question of flagellation in schools, I have great pleasure in bearing my most decided testimony against it as a pernicious error in education. Having been educated at Shrewsbury, where it was regularly practised, and where during a year and a half I was afterwards, as assistant master, instrumental in procuring that punishment (for the actual wielding of the birch was restricted to the head and second masters) for many an unlucky wight, I am not ignorant of the system, and I have no hesitation in pronouncing it to be not a beauty, but a blot, in that justly celebrated school. I think its only recommendation is its being a brief and summary way of settling matters where a large class (of 50 or 60) is under the care of one master, who of course would have great difficulty, but not even then I think insuperable, in applying the higher and better means of keeping up discipline. Its effect on the mind of the sufferer is, I think, generally very bad. It either produces submission and obedience (and that too often feigned) by an appeal to very low feelings and motives, or else, which is the most common case, it hardens both body and mind at once. As for the bystanders, I never saw an "execution" treated by them otherwise than as a ludicrous exhibition, unless peculiar circumstances rendered the patient an object of pernicious compassion and "*secreta murmura vulgi*" against the powers that be. To those who appeal to the authority of Scripture in defence of the rod, I concede that the expressions in Proverbs xxiii. 13, 14, and 18, 19, are to be taken quite literally, and I, as a parent, thank God for them, as a flat settler of a domestic difficulty. But I see no reason for extending them to any but a parent, or one placed by Providence exactly "*in loco parentis.*" And in other passages, such as Hebrews xii. 6, sometimes adduced to defend a figurative interpretation of the precept in the Proverbs, I conceive that (the literal notion being here excluded "by the nature of the case") the Lord is, in a sense of accommodation, represented as using scourges (μαστιγας, used in the New Testament for various afflictions of body and mind) in his perfect wisdom and for our positive good, just as parents, to the best of their fallible judgment, κατα το δοκουν αυτοις, employ actual whips for the probable good of their children. So I think this should neither deter the parent nor encourage the schoolmaster as to the use of the rod. Also the clause "while there is hope," seems to me to limit the application of it generally to very young children, incapable of much reasoning. The experience of five years at the Bristol College, only confirms me in my opinion that other means are best for the schoolmaster, and were we after all obliged to adopt the flogging system, it would, I think, be a decisive mark of our own incompetency. To the master the rod forms a direct temptation to the exercise of hasty and vindictive feelings, in the way of all others least easily reparable; and to the neglect of other more tedious (but far better) ways of working upon the feelings of his pupil, the practice of which has or ought to have (by God's blessing) a direct beneficial effect on his own temper and spirit also. The ferula saves trouble, time and thought, certainly; what vast economy! but the fact of being occasionally, viz. when patience and temper are beginning to fail, tempted to wish for one myself, forms with me a strong reason for condemning its use generally, and makes me truly thankful that I, for one, am not indulged with such a baneful luxury "*Non tali auxilio.*"

6891. Do you give moral marks as well as marks for intellectual improvement?—Yes, here are specimens of the moral marks, and also of the marks for intellectual improvement.

[*The Witness delivered in the same.*]

Second Class. Mathematics.	Jan. 26.		Jan. 28.		Jan. 30.	—	Month.	EXAMINATION.								TOTAL.	Order.	—
	A.	E.	H. G.	H.	A.			V.	M.	H.	M.	G. E. and H.	Ex.	V.	A.	E.			
W. C. -	20	11	16	14	10		533	14	17	26	11	25	19	10	27	4	686	4	
B. - -	20	10	17	18	17		593	13	17	22	13	25	20	15	39	0	757	1	
P. - -	15	12	16	0	18		373	4	0	19	1	20	20	18	23	0	474	19	
W. - -	10	13	14	12	8		556	17	8	23	14	12	19	10	33	3	695	3	
C. - -	18	14	10	13	10		438	6	20	0	12	22	20	25	25	0	568	10	
C. L. - -	19	12	14	11	17		576	10	18	12	13	29	16	13	28	18	733	2	
G. C. - -	16	15	13	10	11		484	20	17	20	28	41	20	10	22	20	682	5	
P. L. - -	10	10	13	5	3		401	10	12	18	9	23	0	13	23	19	528	15	
J. C. - -	10	12	17	8	9		384	14	0	26	7	37	10	10	22	21	531	14	
R. J. - -	10	15	16	8	26		504	5	15	20	11	6	20	10	20	19	630	7	
P. - -	10	14	8	8	10		335	22	0	23	4	33	14	10	18	17	476	18	
B. - -	6	8	12	12	15		447	10	0	24	11	11	20	10	32	0	565	11	
O. - -	20	10	18	5	32		463	5	0	13	6	6	14	13	43	0	563	12	
B. - -	12	12	20	14	15		535	17	18	22	13	17	20	10	20	10	682	6	=5
B. - -	12	12	17	13	8		401	8	10	15	3	13	8	10	14	0	482	17	
W. C. -	13	13	16	13	15		489	14	17	15	14	30	10	10	31	0	630	8	=7
R. C. - -	12	11	9	10	12		422	10	8	14	12	20	15	10	25	5	541	13	
A. L. - -	12	11	5	6	13		405	10	15	18	16	14	19	10	16	0	523	16	
D. - -	12	12	13	11	12		492	15	0	30	2	20	14	10	10	15	608	9	
	20 Examples.	Euc. I. 10, 11, 12.	Questions.	Composition.	Arithmetic and Mental ditto.	33 columns omitted.	Total March 1	Tuesday.									March 5		

SPECIMENS of MARKS at the JUNIOR DEPARTMENT.

	CONDUCT MARKS.	
	—	Full Number.
C. - - -	1100111011	7:10
B. - - -	1010111111	8:10
L. - - -	.1.1111111	8: 8
B. - - -	1111111111	10:10
B. - - -	1111111111	10:10
S. - - -	1111001010	6:10
W. - - -	1101111011	8:10
J. P. - - -	1111111111	10:10
	Jan. 25 to Feb. 16, (holiday.)	

This is an average specimen from the lower class.

6892. Are you aware of any other instances in which corporal punishment has worked injurious effects, besides what you have stated?—Not to dwell on many instances

J. H. Jerrard, LL.D.

29 March 1836.

instances of great severity which have come under my observation, I can say in general that its effects are such as to cause many boys to regard their schoolmaster rather as an enemy than a friend, and to associate the most unpleasing ideas with the period of their early studies. It has tended also more than any other cause to degrade the profession of a teacher in the eyes of the public, and thus by discouraging men of talent from engaging in this profession, has in this way seriously retarded the progress of education. But it is sometimes said "The rod may be very serviceable in maintaining discipline, if always used with temper and judgment." My answer is, "Ample experience has proved how trying to the temper and judgment of the teacher, and how peculiarly liable to abuse this instrument is." I would also reply, "A little more temper and judgment, and you will be able to throw away the rod altogether, and to maintain better discipline without it than you have ever maintained with it." In maintaining discipline without having the rod to fall back upon, the master is obliged to put forth all his resources, both intellectual and moral, in order to acquire a full ascendancy over the minds of his pupils; he is obliged to act before them upon those principles which he recommends to them, otherwise they will not be influenced by him; and he is also obliged to make his lectures as interesting to them as possible, in order to keep their attention alive; and I have always observed that when the attention of the students is flagging at lectures, it is owing to the master's not putting forth sufficient strength. The fact is, that any disposition to inattention or breach of discipline at lectures is, I think, almost invariably to be laid at the master's door. When the master possesses such a character as is necessary to give him a due ascendancy, then and then only can he exercise the most happy influence upon the minds of the pupils. This consideration forces him to adopt a proper line of conduct towards them, and that re-acts upon the minds of the pupils, so that the most beneficial reciprocal influence is exerted between the pupils and the master.

6893. Does it strike you as an absurdity on the part of teachers to inculcate constantly a moral precept, and at the same time in their own conduct to give almost a positive denial of their conviction of its truth?—That lesson was forcibly impressed upon my own mind when I was a boy. A schoolmaster to whom I was long subject, used to wield the rod *con amore*, and often in very great anger, and with great severity, and our daily studies used to commence with prayer, but the contrast always used to strike me most forcibly between the meek and humble look of the master when reading prayers, and his tyrannical authoritative and passionate stare as soon as the prayers were over. I used frequently to apply to him that line of Collins, "While each strained ball of sight seemed bursting from his head;" and the consequence was, that he was generally detested by his pupils, and they as a body were very averse to study, and though belonging to the higher class, imitated generally in their conduct to each other that example of harsh ungentlemanlike behaviour which was set them by their master.

6894. You think then that the assumed necessity of corporal punishment in schools arises principally from the incompetency of the teacher?—Decidedly.

6895. And the first step towards the extinction of the application of such punishment should be in the improvement of the teachers?—Certainly, until a sufficient number of teachers can be got duly qualified for instruction, it will not be easy to introduce this system generally. At present every new teacher that comes to the Bristol College has to undergo a certain training before he is worked up to the necessary point, and therefore of course a good deal of time is lost.

6896. You think that this could be obtained in a proper system of normal schools?—Decidedly, I know of no other way; and I beg to mention that the first person who suggested to me the idea of the extreme importance of a kind and rational treatment of boys on the part of the master, was Doctor Hincks of the Belfast Academy. His mode of treating me and his other pupils was directly opposite to anything that I had before witnessed, and the results were such as to leave a lasting impression on my mind.

6897. You find a difficulty in obtaining such teachers at present?—Very great difficulty.

6898. With such teachers do you contemplate any difficulty in extending your system to every college similarly situated in the country?—I think there would be no difficulty whatever in doing it, because the Bristol College had to

J. H. Jerrard, LL.D.

29 March 1836.

contend with almost every possible difficulty, and therefore an *à fortiori* argument may be drawn from it, in favour of the general practicability of the system. I wish to mention that when I was speaking of the external difficulties that Bristol College had to struggle with, I always thought that those difficulties might be got over by the establishment of a central metropolitan university, such as is now contemplated. I knew that there were two permanent obstacles to our having a large number of pupils. One was, the pupils staying so short a time with us at our senior department, not remaining there to complete their education. The other was, a great number of persons not understanding sufficiently the advantages of a superior education, who would have understood the advantages of a degree, and who would have been attracted by the additional inducement of a degree, because they knew that those who obtained degrees were held in high estimation; and I always thought that the number of our students would be at least trebled by the establishment of such an university; and I am certain that that is the great thing wanted to give full effect and prosperity to those proprietory institutions, and to enable them to exercise as extensive an influence in raising and diffusing education as their original projectors anticipated. But along with that, I think it is necessary that the Government should have the appointment of the principal, and render him independent of the council, to the extent that I stated yesterday. Without that being done, although those proprietory institutions may flourish to a certain extent, I do not think that men will be induced to join in them, of those high qualifications which are necessary to raise education to that standard, which I earnestly hope and confidently anticipate, under such regulations, it may attain.

6899. If you think that proprietory institutions, by conferring such degrees, can be raised to a state of prosperity, would you not apply these observations still more strongly to institutions founded by Government, and supported by the general assessment of the town and district in which they were situated?—From what I have observed, I have not a doubt that institutions of that kind, though not in my opinion absolutely the best, would flourish and obtain a high degree of estimation in the public mind, and would exert a most beneficial influence upon the country. But I do think the kind of interference on the part of Government, which I have already mentioned, absolutely necessary in proprietory institutions, in order to raise the respectability of the officers, and the degree of estimation in which they would be held by the public, and therefore in order to give education generally that rank in public opinion which it has not yet reached, and which it must attain before the public can be fully and completely benefited by it.

6900. You have spoken of degrees; to what extent would you allow the Metropolitan University to confer degrees upon the students of such colleges, would you extend it to the higher degrees, or limit it to the lower?—I should certainly extend it to the higher, and I think that all colleges which have obtained a charter from the Crown, which of course would be subject to those conditions that Government might think necessary to impose, such as fixing a constitution for the college, and such as the insisting upon the abolition of corporal punishment in connexion with it, that such colleges ought to have the privilege of presenting their alumni for examination, for the first degrees conferred by the Metropolitan University. These alumni would then be in the hands of the Metropolitan University, and would be subject to any further examination, which they might think necessary for the higher degrees.

6901. Is drawing or music taught in the institution?—Drawing is taught; music is not at present; but I beg it to be understood, that the plan of instruction has not yet fully developed itself.

6902. Would you recommend it to be an integral portion of education?—Drawing, certainly; the subject of music I have not yet studied sufficiently to come to a decided conclusion upon the point; but I should be inclined to confine it to those who have a taste for it.

6903. Would you see any difficulty in making either a portion of education, if it were usual in all the elementary schools to teach both?—Certainly, no difficulty, if it were usual to teach both.

6904. What course do you follow with regard to the living languages?—We have separate teachers for several of the living languages; they constitute an important branch of our instruction, and prizes are given for them at our examinations;

731

J. H. Jerrard, LL.D.

29 March 1836.

minations; and as French is included in the general charge, almost all the students learn French.

6905. Do you give any courses in the respective literatures of those countries?—Literature is taught incidentally in connexion with languages. I find that varying the lectures in that way, and affording to the students a great deal of pleasing instruction, is the most effectual mode of interesting the students in those particular subjects; and also of conveying a sufficient knowledge of English literature.

6906. As well as foreign?—The lecturers in the foreign languages are professors of the literature as well as of the languages, and give lectures in that literature.

6907. Is chemistry taught in the institution?—Some experiments in chemistry are performed in the course given at the junior departments.

6908. No regular course?—A very short course, indeed; it cannot be called a regular course of chemistry; but there are courses of chemistry frequently delivered at the institution, which the students of the college have an opportunity of attending. But I beg to mention that it is contemplated hereafter, when the funds of the college admit of it, and when the building admits of it, to have a professor of chemistry, and to recommend that course to the students.

6909. The institution, then, is open to the students of the college?—Not altogether open to them, but when they go in a body they are admitted at a less price than the public are generally.

6910. Is it in a very flourishing state?—Very; they have a very good museum, and frequent courses of excellent lectures generally delivered by gentlemen of the place.

6911. Could you give the Committee any report of the state of the institution with regard to its funds, and the courses of lectures, and the system generally pursued?—I can undertake to do so.

6912. Have you any course of gymnastics in the college?—Not regularly; but there is a teacher of gymnastics (who is a medical student), whom several of the students attend, and in their plays they have an opportunity of practising several gymnastic exercises.

6913. Is physical education much attended to in its several branches?—It is decidedly attended to. In the first place, I do not allow the students to remain more than a certain time at lecture. I then send them out for recreation, telling those who seem inclined to work instead of play, that I consider the latter of great importance to their health, and I frequently impress upon them all the necessity of temperance, exercise, and regular hours; I inculcate the taking care of the health as a most important duty, in order to render the body a fit instrument for the mind; dwelling upon those points with a frequency and urgency which proves to them the great stress I lay upon them, and frequently guarding those whom I know are very ardent in their studies against over exertion. I make a great deal of use of Doctor Andrew Combe's excellent work on the application of the principles of physiology to the preservation of health, and recommend it to their perusal, and give them frequent extracts from the most remarkable parts of it.

733

APPENDIX.

PAPERS delivered in to the Committee by *J. H. Jerrard*, LL.D. respecting Bristol College.

SPECIMENS of Written Questions asked by the Students of the Junior Department, with Mr. Price's Answers.

Questions by Students of the Junior Department, with Answers.

1. The gastric acid, will it act when it is out of the body?—*F. A. J.*

In glass vessels kept at the usual heat of the animal, it is said to produce changes exactly similar to those which take place in natural digestion: *i. e.*

In carnivorous animals, their gastric acid will dissolve animal substances and not vegetable; and in herbivorous animals, *vice versâ*.

In omnivorous animals, it dissolves both animal and vegetable matter. This is a most wonderful instance of the wisdom and power of God, in providing for the wants of his creatures.

2. Are there any bones in all small animals?—*D. L.*

Only the higher orders of animals have bones; but size is not a good criterion. For a humming-bird has bones in the highest perfection, whilst a medusa (sea blubber or "globos y môr") has not a trace of them, though two feet in diameter.

3. Why do our hands and faces chap and crack in cold weather?—*O. W.*

The cellular tissue of the skin is contracted by cold, more than the parts beneath, which are protected by the skin; the latter therefore becomes too small, and cracks like a tight pair of gloves.

4. Why does a turtle live so long when its head is off?—*J. C.*

The brain in a turtle forms a small part of the whole nervous system: it loses therefore less of its vitality in losing its head than a man, or many other higher animals.

5. How can rabbits live without water?—*T. L.*

Rabbits get plenty of water in the stems of juicy plants, and in dewy grass, &c., so that in general they do not require to drink water. So sheep also, and many other animals.

6. Why does the blood descend into the head when stooping, and not into the lower parts of the body when standing up?

The blood of course must descend into the lower parts of the body also, and that by the force of gravity in addition to the impulse from the heart. But the vessels in the lower parts constantly and involuntarily exert a contractile force exactly equivalent to the gravitation of the blood: and it is the absence of this counteracting force in the upper vessels (which of course do not usually need it, and therefore, according to the unerring wisdom of God, have it not) that renders stooping so uncomfortable. *See* a paper by Mr. Wollaston on Sea Sickness.—*Phil. Trans.*

7. What is marrow in the bones?—*J. C.*

Marrow is an oily substance, not at all, I believe, differing from some kinds of fat. Its use seems to be, to supply the substance of the bone with oil, which it always contains; it is probably insensible, and therefore adds nothing to the pain of amputation, contrary to the common opinion.

8. How is smell taken away when you have a cold in your head?—*C. F.*

The delicate surface on which the filaments of the olfactory (smelling) nerve are spread, becomes so coated with mucus as not well to receive the impressions.

9. How can a fish rise and sink in the water when it pleases?—*C. F.*

By means of his "swim," an air bladder, which he has the power of compressing or dilating at pleasure, so as to alter his specific gravity. Thus he rises or sinks, exactly like the water balloon, and for the same reason.

The fins without this apparatus would generally be ineffectual.

10. What causes persons to be deaf and dumb?—*O.*

These maladies naturally imply a defect of the organs; but I do not know that any defect of the parts is at all times visible on dissection. When any one is born deaf, dumbness follows (without any defect of the organs of speech) as a matter of course, because children learn to speak only by hearing others. *N. B.* Attend the next lecture given on the deaf and dumb at Bristol, by all means.

BRISTOL COLLEGE.

Bristol College.

This Institution was founded in 1830, by a proprietary body, for the purpose of affording to the youth of Bristol and its vicinity the opportunity of obtaining a first-rate classical and scientific education, on very moderate terms, and without quitting the homes of their parents.

Bristol College.

parents. Provision is also made, by means of boarding establishments, for those who come from a distance.

The college is divided into two departments, both of which are under the immediate superintendence of the Principal.

Visitor, the Rev. W. D. Conybeare, M. A., F. R. S., &c. &c.

Literary Officers:—Principal, J. H. Jerrard, D. C. L., Fellow and late Classical Lecturer of Caius College, Cambridge. Vice-Principal, the Rev. J. E. Bromby, B. A., Fellow of St. John's College, Cambridge. Professor of Mathematics and Natural Philosophy, F. W. H. Jerrard, B. A., of Caius College, Cambridge. Head Master of the Junior Department, J. Price, M. A., of St. John's College, Cambridge. Mathematical Master of the Junior Department, W. K. Coles. Assistant Master of the Junior Department, S. Charles. Hebrew Lecturer, J. E. Ryland. Professor of the French Language and Literature, L. E. De Ridder. Teacher of German, A. Momber. Teacher of Italian and Spanish, F. S. Donato. Botanical Lecturer, S. Rootsey. Experimental Lecturer (Junior Department), J. Faulder. Drawing Master, S. Jackson.

Senior Department:—In Classics, the course of instruction comprehends the Greek and Latin standard authors. The subjects selected for lectures are the same (and are read with the same critical accuracy) as at Oxford and Cambridge. Much attention is given to composition, and also to the English language and literature. In Mathematics and Natural Philosophy the students commence with Euclid and Algebra; thence proceed to Plane and Spherical Trigonometry, Conic Sections, and the Differential and Integral Calculus, (the text book in these subjects being "Francœur's Course,") and afterwards to Astronomy, (Brinkley's,) and the other branches of Mixed Mathematics. In the Philosophy of the Human Mind, the text books are Bacon's Novum Organum, Locke's Essay, and the works of Butler and Paley. The Hebrew, French, German, Italian, and Spanish languages are taught by competent instructors.

The Junior Department is preparatory, and in every respect a nursery to the senior. Here a solid foundation is laid for classical learning; Arithmetic and the elements of Geometry and Algebra are taught on strictly scientific principles; and a due proportion of the time of the students is devoted to Geography, (Woodbridge's,) History, Reading, Writing, &c. The study of the Classics is not commenced before the age of ten years; the younger boys being, up to that period, exclusively engaged in the various branches of English Education. An opportunity is afforded of receiving instruction in the Modern Languages, in Experimental Philosophy, and Drawing. Discipline is maintained without recourse being had, in any instance, to corporal punishment.

N. B. At both departments the Greek Testament is a class book, and the business of each day is commenced by the reading of a portion of the Scriptures by the senior officer present.

A special provision is also made for the religious instruction of the Students belonging to the Established Church, who are regularly lectured and examined in the principles of religion and the doctrines of the Church of England, by the Rev. the Vice Principal, under the superintendence of the Rev. the Visitor.

Examinations:—Public Examinations are held annually at the College at the end of June, when Prizes and Certificates of Honour are awarded; regard being had to the general conduct of the Students, as well as to their proficiency in learning. Private Examinations take place once a month, and the results of them at the Senior Department are regularly communicated to Parents.

Terms and Vacations:—The College Year is divided into two Terms. The First Term extends from the 17th of January to the 1st of July. The Second Term commences at the Senior Department on the 1st of September, at the Junior Department on the 15th of August; and extends to the 20th of December. In both departments there is, besides the summer vacation, a recess of four weeks at Christmas, and ten days at Easter.

FEES.

	First Term.	Second Term.	Total per Ann.
Senior Department:—With a Nomination by a Shareholder - - -	£. 11 – –	£. 7 – –	£. 18 – –
Ditto - - Without a Nomination -	12 15 –	8 5 –	21 – –
Junior Department:—(No Nomination) - -	8 15 –	6 5 –	15 – –

Entrance Fee to either Department, £. 1.

The Hebrew, German, Italian, Spanish, and Drawing, £. 4. 4 *s.* per annum. French is included in the general charge at the Senior Department. At the Junior Department the extra fee for this Language is £. 3.

N. B. Students are admitted at any time, and charged in proportion: but a Quarter's Notice, (in writing, to the Principal,) is required previously to the removal of a Student.

Boarders:—The Rev. J. E. Bromby, B.A., Vice-Principal of the College, receives a limited number of Boarders, at No. 5, Park Row. Mrs. Gardiner, a lady residing at No. 14, Park Row, next door to the College, also receives Boarders, and provides Breakfasts and Dinners for daily Students. There are also other Boarding Houses for the reception of Students.

Further particulars may be known on application to Mr. S. P. Cohen, Clerk of the Council, at the College Chambers, Park Row, between the hours of 11 and 4 each day. All letters to be post-paid.

December 1834.

735

Bristol College Examination, 1835.

Senior Department.

Bristol College.

The private examination of the students being concluded, and their places in their respective classes determined, the candidates for honours were publicly examined, on the 27th and 29th of June, by the Principal, the Rev. Vice-Principal, the Mathematical Professor and the Classical Lecturer—the Rev. Visitor being unavoidably absent.

The classical subjects were, The Persæ of Æschylus, Portions of Thucydides, Demosthenes, and the Memorabilia of Xenophon. The 1st Book of the Annals of Tacitus, and portions of Horace and Sallust. The mathematical subjects were, the Differential Calculus, the Theory of Equations, Conic Sections, Trigonometry, Euclid, (including the 11th book,) and Algebra.

Immediately after the recitation of the prize essays, the plan of instruction pursued at the Senior Department was read, and commented on at some length by the Principal, who proceeded to observe, that while the great object proposed by the founders of this institution (as stated in the opening address of his respected friend, Dr. Carrick,) and all along kept steadily in view was, to extend the substantial advantages of a university education to youths not destined for the universities, a provision was at the same time made for securing another important object, viz. the special training of such of the students as might intend to become candidates for honours at Oxford and Cambridge: and how well this part of the plan had answered its end, how the Bristol College had on this point stood the test which had during three successive years been applied to it, would appear from the facts which he had that day to announce. But he would first take the liberty of reading the following extract from a letter addressed to him, a few days before, on this subject, by their distinguished Visitor, the Rev. W. D. Conybeare:—

"I more especially wished to have been present on this occasion, that I might have had an opportunity of congratulating the friends of the college on the very gratifying intelligence of the brilliant academical success which has attended several of the pupils trained in our institution, thus affording the surest proofs of the efficiency of the system of instruction there adopted. Clark, who had read very little classics when he first joined us, has just gained at Christ's College, Cambridge, the first mathematical and classical prize (worth more than 50 *l.*, and carrying also a scholarship with it). Last term he obtained a prize in Latin prose, though opposed by second-year as well as first-year men.

"Cousins also, who himself, I understand, always attributes the principal foundation of his classical education to us, declaring that he never should have thought of becoming a reading man, had it not been for the encouragement and stimulus he received while within our walls, has become first classical prize-man at Peterhouse, Cambridge.

"It is also especially gratifying to us to observe the continued brilliant progress, in the other university, of a youth endeared to us, not only by his own connexion with us, but also as the son of a friend, to whose zealous exertions our college was very mainly indebted for its original institution. This description will sufficiently point out the name of young Prichard, who has just added to his wreath at Oxford, the Chancellor's prize for Latin verse. Prichard, I believe, besides having been a pupil of our college, has, ever since his admission at Oxford, kept up his connexion with us, by reading with yourself during the vacations.

"One of our best pupils, and one almost entirely formed by ourselves, young Swayne, is at the present moment a candidate for a Corpus scholarship at Oxford. Of course, when there is so much competition, it were unwise to anticipate certain success at a first trial."

Success, however (continued the Principal) had, even under these circumstances, attended this young gentleman, who, although only just turned of 17, had gained a scholarship worth (he understood) more than 80 *l.* a year, and leading, as a matter of course, to a fellowship of at least 300 *l.* a year. The nature of the competition he must have experienced, might easily be inferred from the value of the prize, but would be still more apparent when it was known, that among the candidates was one of the head pupils of Dr. Butler, of Shrewsbury.

A letter was then read from Dr. Prichard to the Principal, expressing his high approbation of the manner in which the students of the college were fitted for the Universities; and attributing, in a great measure, his son's success at Oxford to the instruction received by him at the Bristol College.

It was then stated by the Principal, that since the opening of the Bristol College, 11 of its students had gone to Oxford and Cambridge (three of the most promising, Foster, Mayers and Surrage, not having been sent to either university,) and of these no less than six, an actual majority, had distinguished themselves, having gained, in the space of three years, ten high academical honours, and two other distinctions of inferior value,—a degree of success which, when relative numbers were taken into account, would, he believed, be found to be not inferior to that attained by the pupils of any other establishment in the kingdom.

Dr. Carrick said, that although he had been all along aware of the general nature of the plan of education adopted at the college, he had never before had an opportunity of hearing the principles of it so fully explained, or of witnessing so much of its results: and he now felt himself called upon to say, that highly as he had been inclined to think of it before, he had that day been more than ever impressed with the conviction of its excellence. It was, indeed, admirably calculated to develop and strengthen the faculties of the mind, and to furnish the students with sound and useful information as well as ornamental learning. He had been particularly struck with the knowledge of their own language displayed in the prize compositions of the students. One of them, especially (that of W. Wayte), was so full of good sense and just observations, and was written in a style so superior, that it would have done credit to a person three times his age.

Bristol College.

The extraordinary success which had attended their students at Oxford and Cambridge, must necessarily secure to the Bristol College the confidence of parents whose sons were intended for the universities. The letter from Dr. Prichard on this subject was most satisfactory; and coming from a man of his eminent learning, could not fail to command attention.

He might now be permitted to say, that he considered the triumph of the Bristol College to be complete. Like other institutions which aim at effecting real improvements, it had been doomed, at its outset, to encounter much opposition, and various causes had combined to render its early struggle peculiarly severe; but he was happy to think that the period of its probation was now passed, and that its character was established on grounds which could not be disputed. He trusted that ere long its plan would be still further extended, so as to embrace professional as well as general education. Bristol was surely capable of supporting an institution of that kind, and ought not, in his opinion, to rest satisfied without one.

He concluded by congratulating the Principal on the evidently improved state of his health, and expressed a hope that he might long be enabled to preside over an institution which had, under his auspices, been enabled to triumph over all the difficulties opposed to it, and had already acquired for itself a high and extended reputation.

An extract was then read, by the Vice-Principal, from a recent article in the Quarterly Journal of Education, in which the writer, having remarked that the system of instruction and discipline intended to be adopted at the Wakefield Proprietary School, was "in close accordance with that which was introduced, and has been successfully pursued by Dr. Jerrard, at the Bristol College," goes on to say, "It appears, from the reports of the Council, which are now before us, that it has been found possible at the Bristol College to dispense altogether with corporal punishment; and that a system of discipline, based upon an appeal to the reason and best feelings of the students, has raised up among them a tone of feeling, and a degree of mutual courtesy, such as we believe do not exist in any flogging establishment." On this the Principal observed, that since his return in March last, (after an absence, from illness, during the winter,) he was happy to have it in his power to state, that the students of both departments had continued to merit the character which had been given them by the high authority just quoted.

The Prizes and Certificates of Honour were awarded by the Principal to the following young gentlemen:

The three grand Prizes for Classics and Mathematics jointly, to Brett and W. Wayte, (who were considered equal in merit,) and to Gray.

In Classics:—Prizes to J. Swayne, Stanton, Williams and Prosser; Certificates of Honour to Carpenter, Greenslade, Cartwright, R. Swayne, A. Seaton, Perrin and Terrell. In Mathematics:—Prize to Carpenter; Certificates of Honour to Stenson, Cartwright, Castle, Reid, Tothill, Perrin and Williams. In English Prose Composition:—Prizes to W. Wayte and Allaway. In Hebrew:—Certificates of Honour to W. Wayte and Gray. In French:—Prizes to Carpenter, Allaway, Tothill and Greenslade; Certificates of Honour to Terrell, Castle, Cartwright, Reid, Grinfield and A. Seaton. In German:—Prize to Cartwright; Certificate of Honour to Stenson. In drawing:—Prizes to Stenson and J. Swayne. Prize for general good conduct to F. Elton.

JUNIOR DEPARTMENT—June 30.

Prizes in Classics and Mathematics, to C. Wayte, J. W. Calcott and C. Fripp, in the first class; to W. Humpage, O. Williams and T. Slatter, in the second class; and to R. Taunton and A. Jenkins, in the third class. Writing Prize to T. Helps. Drawing Prizes to H. Swayne and J. W. Calcott (who were equal in merit). French Prizes, to J. W. Calcott and O. Williams.

Certificates of Honour, to E. B. Fripp, W. Parkes, A. J. Wayte, C. Haywood, E. Taunton, F. Hancock, H. Swayne, R. Giles, H. F. Dakers, G. W. Calcott, F. G. Sanders, P. A. Smith, C. P. Oxley, F. Farnes, J. Rogers, J. Bompas and U. Allen. Also a separate drawing certificate to E. Fripp.

GENERAL FINANCE ACCOUNT, for the Year ending 31 December 1833.

RECEIPTS.

	£.	s.	d.	£.	s.	d.
Balance from 1832, in hands of F. Ball	5	8	9			
Ditto - - Elton, Baillie, and Co. bankers	262	9	2			
				267	17	11
First instalment on three shares	15	–	–			
Second instalment on 40 shares	200	–	–			
				215	–	–

RECEIPTS FROM STUDENTS.

Senior Department:

Of 17 students for the term ending 20th December 1832	144	–	–			
Of 52 students - ditto - 30th June 1833	472	3	2			
Of 21 students ditto - 20th December 1833	142	19	–			
				759	2	2
Of seven students' fees for modern languages	17	–	–			
Of 10 students for botanical lectures, &c.	10	10	–			
				27	10	–

Bristol College

	£. s. d.	£. s. d.
Junior Department:		
Of one student for the term ending 30th June, 1832 - -	3 15 –	
Of 26 students - ditto - 20th December 1832 -	191 5 –	
Of 45 students - ditto - 30th June 1833 - -	310 5 –	
Of 18 students - ditto - 20th December 1833 -	112 12 –	
		617 17 –
Of one student for botanical lectures, &c. - - - -	1 1 –	
Of 15 students' fees for modern languages - - - -	24 5 –	
		25 6 –
Ditto - - entrance fees - - - - - - - - -		72 10 –
Received from the treasurer of the Theological Fund, by order of the Rev. W. D. Conybeare, being a gratuity voted him by that committee -		40 – –
Received from sundry gentlemen, to pay for extra prizes, awarded 30th June, 1833 - - - - - - - - - - - -		21 – –
Stationery, &c. furnished to students, and charged in Expenditure account		44 13 1
	£.	2,090 16 2

EXPENDITURE.

Salaries:		
J. H. Jerrard, L.L.D. principal, half-year to 31st January 1833 - - - - - - - - - - - - £.	250 – –	
Ditto - - half-year to 31st July, 1833 - - - -	250 – –	
		500 – –
The Rev. G. A. Butterton, vice-principal, half-year to 17th July 1833 - - - - - - - - - - -	150 – –	
Ditto - - in part of salary, due January 1834 - -	50 – –	
		200 – –
J. Price, M.A. head master junior department, to 31st January 1833 - - - - - - - - - -	50 – –	
Ditto - - one year to January 31st 1834 - - -	200 – –	
		250 – –
W. K. Coles, mathematical master, junior department, half-year to 31st July 1833 - - - - - - -	50 – –	
Ditto - - one year to 31st January 1834 - - -	100 – –	
		150 – –
L. E. De Ridder, professor of French, half-year to 31st January 1833 - - - - - - - - - -	40 – –	
Ditto - - extra for junior department, - - ditto -	12 15 –	
Ditto - - half-year, including both departments to 31st July 1833 - - - - - - - - - -	50 – –	
		102 15 –
A. Momber, teacher of German, to 17th January 1834 - - - -		15 – –
F. W. H. Jerrard, professor of mathematics, &c. - - - - -		40 – –
F. Ball, to end of August 1833 - - - - - - - -		52 – –
Saml. Rootsey, for botanical lectures, &c. - - - - - -		12 12 –
W. Wright, half-year's rent due 24th June 1832, deducting land tax, £. 1. 6 s. 3 d. - - - - - - - - -	61 13 9	
Ditto - - half-year due 21st December 1832 - -	63 – –	
Ditto - - half-year due 24th June 1833 - - -	63 – –	
		187 13 9
City parochial taxes, &c. - - - - - - - - - -		44 18 2
Sundry articles of furniture - - - - - - - - - -		8 8 3
J. W. Turpin and Co. for books - - - - - - - - -		41 – –
John Chilcott, &c. for ditto and printing - - - - - -		22 – 6
John Taylor, for ditto - - - - - - - - - -		8 18 4
Browne and Reid, for stationery - - - - - - - - -		35 18 5
W. Strong, for books (prizes, &c.) - - - - - - - -		44 15 –
Sundry other articles of stationery, &c. - - - - - - -		9 16 1
Coals and gravel - - - - - - - - - - - -		9 10 6
Mitton and Son, glaziers - - - - - - - -	3 3 6	
Less received fines for broken glass - - - - -	12 6	
		2 11 –
Cash handed to Dr. Jerrard (amount of subscription for prizes)	– –	21 – –
Porter and charwoman, to the 4th January 1834 - -	53 – –	
Coat for porter - - - - - - - - - -	2 10 –	
		55 10 –
Sundry other house expenses and petty disbursements - -	– –	17 16 6
Cash in F. Ball's hands - - - - - - - -	5 4 11	
Ditto - - Elton, Baillie, and Co. bankers - -	253 7 9	
		258 12 8
Audited, 25 February 1834.	£.	2,090 16 2

John Mills,
Leopold De Soyres.

INDEX.

739

ANALYSIS OF INDEX.

I.—LIST of HEADINGS contained in the following INDEX:—

1. *Education, generally.*
2. *Educational Institutions:*
   - i. Generally.
   - ii. Particular Institutions in Great Britain and Ireland.
   - iii. In Foreign Countries.
3. *Foreign Countries, Evidence relative to Education in.*

II.—LIST of EDUCATIONAL INSTITUTIONS, SUBJECTS, COUNTIES and FOREIGN COUNTRIES, relative to which EVIDENCE was taken, with the NAMES of the WITNESSES, the first Page of their EVIDENCE, and of each EXAMINATION, and also the Page of the INDEX where the ANALYSIS of their EVIDENCE is to be found.

[N. B.—*Ev.* i. or ii. refers to the *Evidence* of the *First* or *Second Report*; and *An.* Index, *p.* refers to the page of the *Analysis* in the *Index*.]

I.—List of Headings.

1. *Education, generally:*

Reference to Evidence bearing on the general subject of Education will be found in the Index under the following Headings; viz.:—

Ages - page 1
Arts, Fine - 3
Assessment - 4
Association of Children of different Ranks - 4

Bequest for Educational Purposes - 6
Board of Charitable Bequests - 8
Board of National Education - 8
Board of Education, Ireland - 8
Board of Education, Scotland - 8
Boarders - 8
Books - 9
Buildings - 13

Catholics - 15
Catholics and Protestants - 15
Certificates of Education - 15
Charitable Funds - 15
Chemistry - 16
Classes of Study - 16
Classics - 17
Clergymen - 17
Commissioners of Education - 18
Commissioners of the Board of Irish Education - 18
Composition - 18
Compulsory Education - 18
Crime - 20

Degrees - 21
Discipline - 22
Drawing - 23
Education - 24
Elementary Education - 24
Elementary Schools - 24
Endowments - page 25
Examination of Students - 26
Examination of Teachers - 26
Exhibitions - 26
Ex-Officio Visitors - 26
Experiments on Chemistry - 27

Factory Regulation Act - 27
Fees to Teachers - 27
Fellenberg, Monsieur *De* - 27
Females - 27
Free Scholars - 29
Funds - 29

Geography - 30
Geology - 30
Government - 30
Grand Juries - 31
Gratuitous Education - 31
Greek Language - 32

History - 34
Hours of Study - 34

Inspection of Schools - 35
Inspectors of Schools - 35
Italian Language - 36

Land - 41
Landed Proprietors - 41
Languages - 42
Latin Composition - 42
Latin Language - 42
Lectures - 43
Lectures on Chemistry - 43
Legislation - 43
Legislative Enactment - 43

Lending Libraries - - - page 43
Libraries - - - - - 44
Local Committees - - - - 44
Lower Classes - - - - - 45

Machinery - - - - - 46
Manufacturers - - - - - 47
Manufactures - - - - - 47
Manufacturing Districts - - - 47
Maps - - - - - - 47
Mathematics - - - - - 47
Medical Degrees - - - - 49
Mental Philosophy - - - - 49
Mental Science - - - - - 49
Middle Classes - - - - - 50
Middle and Upper Classes - - - 50
Mineralogy - - - - - 50
Minister of Public Instruction - - 50
Models - - - - - - 50
Monitorial System - - - - 51
Moral Education - - - - 51
Museums - - - - - - 52
Music - - - - - - 52

National Education - - - - 52
Natural History - - - - 52
Natural Philosophy - - - - 52

Offices - - - - - - 54

Parents - - - - - - 54
Parliamentary Grants - - - 55
Pestalozzi's System - - - - 55
Physical Sciences - - - - 56
Political Economy - - - - 56
Politics - - - - - - 57
Premiums for Examination - - 58

Premiums for School Books - page 58
Presbyterians - - - - - 58
Principals of Collegiate Institutions - 58
Professors - - - - - - 59
Proprietary System - - - - 60
Protestants - - - - - - 60
Punishments - - - - - 61
Pupils - - - - - - - 61
Pupils and Teachers - - - - 61

Reading, Writing, &c. - - - 63
Religion - - - - - - - 63
Religious Instruction - - - - 64
Reports - - - - - - - 64
Rewards and Punishments - - - 65

Salaries of Professors and Teachers - 66
Sciences - - - - - - - 67
Scriptures - - - - - - - 68
Sects - - - - - - - 68
Seminants - - - - - - 69
Senatus Academicus - - - - 69
Singing - - - - - - - 72
Smith, Dr. *Adam* - - - - 72
Society - - - - - - - 72
Speaking Latin and Greek - - - 72
Statistics - - - - - - 73
Students - - - - - - - 73
Study - - - - - - - 73
Superannuations - - - - 73

Teachers - - - - - - 74
Theology - - - - - - 76
Translations - - - - - 76

Visitors - - - - - - 78
Voluntary Principle - - - - 78

2. *Educational Institutions:*

i. General Headings relative to, *see*—

Academies - - - - page 1
Agricultural Schools - - - - 2

Catholic Colleges in England - - 15
Charter Schools - - - - - 15
Christian Brothers' Society - - 16
Colleges, Roman - - - - 17
Collegiate Institutions - - - 17

Diocesan Schools - - - - 21
Diocesan and Royal Schools - - 22
District Academies - - - - 22

Educational Institutions - - - 24

Infant Schools - - - - - 35
Irish Society - - - - - 36

Kildare-place Society - - - 39

Lancasterian Schools - - page 41
Literary and Scientific Institutions - 44

Mechanics' Institutes - - - - 49

Normal Schools - - - - 53

Parochial Schools - - - - 55
Private Schools - - - - 59
Provincial Colleges, Ireland - - 60
Public Schools - - - - - 61

Royal Schools - - - - - 66

Schools - - - - - - 67

Universities - - - - - 77

ii. Particular Institutions relative to which Evidence was taken:

Aberdeen University - - - page 1
Academy, Edinburgh - - - - 1
Ampleforth College - - - - 2
Andrew's, St., University - - - 2
Armagh Royal School - - - 3
Arts, School of, Edinburgh - - 3

Ballymena Diocesan School - - 3
Belfast Academical Institution - - 5
Belfast Academy - - - - 5
Borough-Road School - - - 9
Bristol College - - - - - 10
Cavan School - - - - - 15
Cork Royal Institution - - - 19

Enniskillen School - - - page 25
Hackney-Wick Agricultural School - 32
High School, Edinburgh - - - 32
High School, Glasgow - - - 32

Londonderry Diocesan School - - 45

Mary's, St., or *Oscott College* - - 47

Prior Park College - - - - 59

Stonyhurst College - - - - 73

Templemoyle Agricultural Seminary - 76
Trinity College, Dublin - - - 76

Ushaw College - - - - - 77

iii. Particular

2. *Educational Institutions*—continued.

iii. Particular Institutions in Foreign Countries:

Academie d'Orleans - - - page 1
Agnese, Sant' - - - - - 2
Albergo dei Poveri - - - - 2
Bonn University - - - - 8
Collegio dei Nobili - - - - 18
Collegio Ghislieri - - - page 18
Collegio Nazzareno - - - - 18
English College at Rome - - - 25
Irish College at Rome - - - 36
Trastevere - - - - - - 76

3. *Foreign Countries, Evidence relative to Education in*, see—

America - - - - - page 2
Austria - - - - - - 4
Brussels - - - - - - 10
Denmark - - - - - - 21
France - - - - - - page 29
Prussia - - - - - - 60
Rome - - - - - - 65
Switzerland - - - - - 74

II.—LIST of EDUCATIONAL INSTITUTIONS, SUBJECTS, COUNTIES and FOREIGN COUNTRIES, relative to which Evidence was taken, with the Names of the Witnesses, the First Page of their Evidence, and of each Examination; and also the Page of the Index where the Analysis of their Evidence is to be found.

[N. B.—*Ev.* i. or ii. refers to the *Evidence* of the *First* or *Second* Report; and *An.* Index, *p.* refers to the Page of the *Analysis* in the Index.]

ABERDEEN UNIVERSITY. *Knight, Ev.* i. *p.* 419. 437. 451. 474; *An.* Index, *p.* 39.

AGRICULTURAL SCHOOLS. *Duppa, Ev.* ii. 49; *An.* Index, *p.* 23.

BELFAST ACADEMICAL INSTITUTION. *Hincks, Ev.* i. *p.* 15. 28; *An.* Index, *p.* 33, 34. *Porter, Ev.* i. *p.* 38; *An.* Index, *p.* 57, 58.

BELFAST ACADEMY. *Bryce, Ev.* i. *p.* 1. 83. 101; *An.* Index, *p.* 10–12.

BOARD OF EDUCATION, Ireland. *Blake, Ev.* i. *p.* 297. 309. 347. 360; *An.* Index, *p.* 6, 7. *Macnamara, Ev.* i. *p.* 370; *An.* Index, *p.* 46.

BRISTOL COLLEGE. *Jerrard, Ev.* ii. *p.* 101. 124; *An.* Index, *p.* 36, 37.

CHEAM ACADEMY. *Mayo, Ev.* i. *p.* 494. 510; *An.* Index, *p.* 47, 48.

CHEMISTRY, Practical. *Reid, Ev.* i. *p.* 392. 403; *An.* Index, *p.* 62, 63.

COMMISSIONERS OF EDUCATION, Ireland, under 53 Geo. 3, c. 107. *Kyle, Ev.* i. *p.* 152. 159. 174; *An.* Index, *p.* 40, 41. *Quin, Ev.* i. *p.* 126. 141; *An.* Index, *p.* 61, 62.

CORK INSTITUTION. *Bullen, Ev.* i. *p.* 316. 332; *An.* Index, *p.* 13.

DIOCESAN SCHOOLS. *D'Alton, Ev.* i. *p.* 71; *An.* Index, *p.* 20, 21. *Kyle, Ev.* i. *p.* 152. 159. 174; *An.* Index, *p.* 40, 41. *Quin, Ev.* i. *p.* 126. 141; *An.* Index, *p.* 61, 62.

DUBLIN, Circular-Road. *Osler, Ev.* i. *p.* 222, 223; *An.* Index, *p.* 54.

EDUCATION, Generally; and Propositions relative to. *Blake, Ev.* i. *p.* 297. 309. 347. 360; *An.* Index, *p.* 6, 7. *Bowring, Ev.* ii. *p.* 1. 10. 15; *An.* Index, *p.* 9, 10. *Bryce, Ev.* i. *p.* 1. 83. 101; *An.* Index, *p.* 10–12. *Bullen, Ev.* i. *p.* 316. 332; *An.* Index, *p.* 13. *Hincks, Ev.* i. *p.* 15. 28; *An.* Index, *p.* 33, 34. *Jerrard, Ev.* ii. *p.* 101. 124; *An.* Index, *p.* 36, 37. *Knight, Ev.* i. *p.* 419. 437. 451. 474; *An.* Index, *p.* 39. *Mayo, Ev.* i. *p.* 494. 510; *An.* Index, *p.* 47, 48. *O'Brien, Ev.* ii. *p.* 87; *An.* Index, *p.* 53. *Reid, Ev.* i. *p.* 392. 403; *An.* Index, *p.* 62, 63. *Simpson, Ev.* i. *p.* 182. 201. 212. 224. 240. 257. 275; *An.* Index, *p.* 69–72. *Wiseman, Ev.* ii. *p.* 24. 32. 62. 70; *An.* Index, *p.* 78, 79.

FACTORY ACT. *Muggeridge, Ev.* i. *p.* 468; *An.* Index, *p.* 51. *Rickards, Ev.* i. *p.* 459; *An.* Index, *p.* 65. *Saunders, Ev.* i. *p.* 432; *An.* Index, *p.* 66.

Haileybury College. *Jones, Ev.* i. *p.* 479; *An.* Index, *p.* 38.

Irish Poor Inquiry. *Osler, Ev.* i. *p.* 222, 223; *An.* Index, *p.* 54.

Irish Society. *Davies, Ev.* i. *p.* 27; *An.* Index, *p.* 21.

Limerick. *Macnamara, Ev.* i. *p.* 370; *An.* Index, *p.* 46. *O'Brien, Ev.* ii. *p.* 87; *An.* Index, *p.* 53.

Londonderry Free School. *Beresford, Ev.* i. *p.* 24; *An.* Index, *p.* 6. *Ferguson, Ev.* i. *p.* 380; *An.* Index, *p.* 28.

Physical Sciences. *Reid, Ev.* i. *p.* 392. 403; *An.* Index, *p.* 62, 63.

Rome. *Wiseman, Ev.* ii. *p.* 24. 32. 62. 70; *An.* Index, *p.* 78, 79.

Royal Schools. *D'Alton, Ev.* i. *p.* 71; *An.* Index, *p.* 20, 21. *Kyle, Ev.* i. *p.* 152. 159. 174; *An.* Index, *p.* 40, 41. *Quin, Ev.* i. *p.* 126. 141; *An.* Index, *p.* 61, 62.

Switzerland. *Bowring, Ev.* ii. *p.* 1. 10. 15; *An.* Index, *p.* 9, 10. *Duppa, Ev.* ii. *p.* 49; *An.* Index, *p.* 23.

713

INDEX.

N.B.—In the following Index the *numerals* i. ii. refer to the *Evidence* taken in the years 1835 and 1836 respectively; the *Figures* following the Names, to the *Questions* in the Evidence, and *App. p.* to the Page of the Appendix.

A.

ABERDEEN, Old. That burgh has erected a large school from their share of Dr. Bell's bequest, *Knight*, i. 4893.——*See* also *Bell*, Dr. *Infant Schools*, 2.

Aberdeen University. By whom professors elected or appointed, *Bryce*, i. 113.

Absence of Children. Arrangement as to absence of children from schools in Switzerland, and as to their leaving school before the time prescribed by law, *Bowring*, ii. 5661–5668.

Academie d'Orleans. Education pursued in this institution in the department of the Loire and Cher, *Simpson*, i. 3020.

Academies. Opinion upon the establishment of academies embracing the lower portions of education in the universities, *Knight*, i. 5268–5273——The establishment of institutions above elementary and under collegiate, should only take place where there are no elementary schools, *Bullen*, i. 3958, 3959——Agricultural system might be introduced into schools of a higher character, *Duppa*, ii. 6331–6336.

Academy, Edinburgh. System of education not on that extended footing that is necessary, *Reid*, i. 4692–4695——Cause of the establishment of the Academy; managed by directors; course of education; number of pupils, *Reid*, i. 4741–4753——More pupils at the Academy than the High School; expense rather greater, *Reid*, i. 4755, 4756——Period generally consumed in going through courses in the Academy, *Reid*, i. 4765–4769.

Accountant of the Irish Board. His duties and salary, *Blake*, i. 3476–3483.

Accounts. Manner of auditing accounts in the Belfast Academical Institution, *Porter*, i. 503–505——Mode pursued as to the examination and auditing accounts of royal schools, &c., *Quin*, i. 1662–1665, *Kyle*, i. 1884–1886.

Acts of Parliament. Nature of the Act of Elizabeth, under which diocesan schools were established, *Quin*, i. 1323–1327——Amendments made therein by Acts of Will 3 and Geo. 2, *Quin*, i. 1328–1334——Act 5 Jac. 4, c. 52, and an ordinance of Hen. 8, show the compulsory system to have been acted on, *Simpson*, i. 2602–2608——How far advisable that the regulations of the Irish Board should be embodied in an Act of Parliament, *Blake*, i. 3496–3505——Advantage of the board being incorporated under an Act of Parliament, not limiting the powers of the board too much, *Blake*, i. 3506–3511.

See also *Legislative Enactment.*

Administration of Justice. See *Justice*, Administration of.

Admonition. Advantage of secret admonition, and powerful effect it has on some boys, *Hincks*, i. 461——Public admonition not objected to, if judiciously done, *Simpson*, i. 3071, 3072.

Adult Schools. Would not be usefully connected with universities, *Bryce*, i. 1303.

Ages. Ages at which children should leave juvenile schools, *Simpson*, i. 2282, 2283——Elementary schools should be open to all ages, *Simpson*, i. 2647——Description of knowledge that should be taught previous to the age of fourteen, and afterwards, *Simpson*, i. 2300. 3102–3106——More might be done in public schools after the age of fourteen than is done, but schools are becoming better arranged, *Jones*, i. 5682*–5684*——Elementary education, and that intended to be continued to the age of twenty-one, should be separated before the age of fourteen, *Jones*, i. 5670*–5672*——Views with regard to the respective periods of life best suited for instruction in physical science, modern languages, classics and mathematics, *Jerrard*, ii. 6800——If education conducted on good principles, there is ample time both for the study of the learned languages, and also for that of mathematical and physical science, *Jerrard*, ii. 6804, 6805——Examination upon the ages of young men entering the universities in England and Scotland, *Knight*, i. 5248–5260——There is no regular age for admission into the school

Ages—continued.

school department in the Belfast Institution, *Hincks*, i. 355, 356——Ages at which youths are taken into the Templemoyle Agricultural Seminary, *Ferguson*, i. 4526–4529——Into the Bristol College, *Jerrard*, ii. 6795——Children are admitted at Hackney Wick between ten and fourteen; reform of bad characters can but with difficulty be obtained after the latter age, *Duppa*, ii. 6260.——*See* also *Languages. Latin.*

Ages of Seminants. Age at which seminants should enter normal schools, *Simpson*, i. 2756.

Ages of Teachers. Age at which teachers should be appointed to schools, *Simpson*, i. 2781.

Aggregès. The aggregè principle established by Cuvier in France should be encouraged in collegiate institutions, *Bullen*, i. 3931.

Agnese, Sant'. Number of students in this college, *Wiseman*, ii. 6014, 6015.

Agricultural Department, Cork Institution. This department after some time became mismanaged, *Bullen*, i. 3629, 3630——Use of this department while it lasted, *Bullen*, i. 3639, 3640——Cause of the failure of the agricultural lectureship, *Bullen*, i. 3728–3730.

Agricultural Exhibitions. If within a reasonable distance they are attended by the pupils and head master of the Templemoyle Agricultural Seminary, *Ferguson*, i. 4561.

Agricultural Labourers. Intelligence and effect with which those educated upon the proposed plan will come to their agricultural pursuits, *Simpson*, i. 3005, *Ferguson*, i. 4548–4550——How far agricultural population can afford two hours per day for the education of their children; schools should be open earlier and later, *Saunders*, i. 5064–5071——Supposed deficiency of education in agricultural districts, *Saunders*, i. 5072——Parents in agricultural districts in Scotland have better means of instructing their children than those in the manufacturing districts, *Knight*, i. 4897.

Agricultural Schools. Manner in which agricultural instruction should be transfused through every part of education, *D'Alton*, i. 903, 904——There would be no difficulty in obtaining teachers for agricultural instruction, *D'Alton*, i. 905–911——Advantage of schools being furnished with the means of agricultural instruction, *Simpson*, i. 2743——Properly constituted agricultural schools would be advantageous, *Simpson*, i. 3286–3292, *Ferguson*, i. 4560——Extent to which agricultural instruction should be carried; wish of the Board to found agricultural schools, *Blake*, i. 4131–4133——Agricultural instruction could not be given in the primary schools; there should be schools for the sole purpose, *Blake*, i. 4134, *Ferguson*, i. 4591——How far a portion of the hours of instruction in schools might be devoted to agricultural instruction, *Blake*, i. 4142–4146——Nature of instruction given therein, *Duppa*, ii. 6145–6148——Superintendence of the master over labour; the boys work in bands, *Duppa*, ii. 6160–6165——Advantages of the agricultural system over the usual elementary system, *Duppa*, ii. 6210–6215——Advantages of the system as bearing upon the moral, intellectual and physical powers, *Duppa*, ii. 6227, 6228——Advantage of introducing such schools in districts where vice is supposed most to prevail, *Duppa*, ii. 6292–6294.

See also *Academies. Hackney-wick. Land. Templemoyle.*

Agriculture. Ambulatory visits might be advantageous for agriculture if properly conducted, *Simpson*, i. 3290——Improvements therein from education in Switzerland *Bowring*, ii. 5567.

Air Pump. Reduced price at which an air pump invented by Mr. Chalmers can be obtained, *Simpson*, i. 2892.

Albergo dei Poveri. Institutions at Naples and Genoa for instructing the poor classes in trades, *Wiseman*, ii. 6141.

Algebra. Very little algebra is studied in the Diocesan and Royal schools, *Bryce*, i. 65.

Allotment System. Advantages of the allotment system combined with the agricultural, over the old poor law system, *Duppa*, ii. 6216–6220.

America. In many instances popular schools in America are supported by local assessment' *Simpson*, i. 2435. 2500——The system of education is free, and works unexceptionably' *Simpson*, i. 2561——The American plan of the central institution sending out queries to provincial institutions, which are returned at the end of the year, should be adopted here, *Reid*, i. 4661.

Ampleforth College. College for Catholics about twenty miles from York, conducted by the Benedictines, *Wiseman*, ii. 6513.

Analyses. Nature of the analyses of portions of authors required to be made by the students: In the Belfast Academy, *Bryce*, i. 1074——In the Belfast Institution, *Porter*, i. 649, 650——In Bristol College, *Jerrard*, ii. 6796.

Anatomy. Cause of the class of professor of anatomy in the Belfast Institution being but little attended, *Porter*, i. 721.

745

Anatomy Act. A medical inspector should be appointed in Belfast under the Anatomy Act, *Porter*, i. 723.

Ancient Documents, Ireland. Satisfactory ancient documents in Ireland; reason of their being concealed, *D'Alton*, i. 882–888.

Ancient Languages. See *Classics. Greek. Languages. Latin.*

Andrew's, St., University. By whom professors elected or appointed, *Bryce*, i. 113.

Antiquities. Necessity for the study of antiquities, *Bryce*, i. 17.
See also *Arts. Casts.*

Apollinaire. See *Roman Seminary.*

Appenzel, Canton of. Instruction universal there, *Bowring*, ii. 5571——Manner in which legislation there is always interfered with by the public, *Bowring*, ii. 5575–5577.

Applications for Schools. Grounds on which the Irish Board give preference to some applications over others, *Blake*, i. 3564, 3565——Proportion the signatures to applications by Protestant and Catholic clergymen and laymen bear to each other, *Blake*, i. 4041, 4042——Number of applications before the Board, *Blake*, i. 4049.
See also *Clergy.*

Apprenticeship. Should be denied to those not qualified by education, *Simpson*, i. 2643——Manner in which apprentices would be improved by requiring the qualification of education, *Simpson*, i. 2654–2656.——*See* also *Artizans.*

Arcadia. Nature and character of the Arcadia at Rome, *Wiseman*, ii. 6478–6480.

Architecture. It is one of the branches to which the minds of young men are being directed, *Bullen*, i. 3750——Advantage of a series of works on, from the first elements to its monumental applications, *Wiseman*, ii. 6558.

Ardagh. See *Meath and Ardagh.*

Argaovia, Canton of. Cause of a commotion there in 1835, *Bowring*, ii. 5565.

Aristocracy. Moral evils of the distinctions made at the universities in favour of the aristocracy, *Simpson*, i. 2378–2380.——*See* also *Association of Children.*

Arithmetic. Comparison as regards arithmetic of Royal and Diocesan schools, with schools in England, and other schools in Ireland, *Bryce*, i. 70, 71——Books used in teaching arithmetic in the Belfast Institution, *Hincks*, i. 411——Extent to which taught in Belfast Academy, *Bryce*, i. 1007, 1008——Nature of the system adopted of teaching it; manner in which mental arithmetic is practised at Cheam, *Mayo*, i. 5925*–5934*——The decimal system having been adopted for several hundred years in Rome, arithmetic becomes easy, *Wiseman*, ii. 5955–5958.

Armagh Royal School. Course of education therein, *Hincks*, i. 161. 208——Schoolmaster appointed by the Primate, *Quin*, i. 1401——Extent of landed endowment, *D'Alton*, i. 829, *Quin*, i. 1497——Cause of the difference in the emoluments in 1831 and at present, *Quin*, i. 1503——Particulars relative thereto; it was once in high reputation, *Quin*, i. 1646–1654——A mathematical course has been added at this school, and a mathematical premium given by the board, *Quin*, i. 1679, 1680——Letter from Mr. Miller, showing the high places taken at the university by the students of this school, *Kyle*, i. 1882——Examination thereon, *Kyle*, i. 1978–1984——The last trust lease of the school expired in 1832, *Kyle*, i. 1940.

Army and Navy. Admission into should be denied to those not qualified by education, *Simpson*, i. 2643.

Arts, Fine. Advantage of attaching schools of art to educational institutions, *Simpson*, i. 3258, 3259——Advantage of the introduction of the fine arts into education, *Knight*, i. 5524–5530——Extent to which the study of the fine arts should be carried in schools, *Mayo*, i. 6096*–6098*——Study of ancient art should form an integral portion of classical education, *Jerrard*, ii. 6811–6819——Fine arts should be studied under a separate teacher, and classical literature brought into the study of them, *Bryce*, i. 1240——Extent to which the study of the fine arts is carried in the school of San Michele at Rome, *Wiseman*, ii. 6133——Increased taste for the arts in Cork, *Bullen*, i. 3752, 3753——Establishment of galleries and collections of arts are most desirable, and after proper early moral training might be safely visited by the lower orders, *Simpson*, i. 3320–3327——They should be under the inspection of the board, *Simpson*, i. 3328–3334——Any board having the superintendence of education should provide a series of works on art adapted to schools, *Wiseman*, ii. 6558.
See also *Antiquities. Casts.*

Arts, School of, Edinburgh. Introduction of witness's system into the school of arts at Edinburgh, *Reid*, i. 4637, 4638——Constitution of the school of arts; its object is to apply arts to manufactures, *Reid*, i. 4850–4852.

Arts, Society of, Cork. Particulars relative to the Society of Fine Arts in Cork, *Bullen,* i. 3731–3734. 3740. 3748.

Artizans. Apprenticeships and mechanics institutions are more suited to the artizan population than separate schools, *Simpson,* i. 3293–3295——The school of San Michele has sent forth workmen in every branch; the influence of the establishment is much felt, *Wiseman,* ii. 6136.

Ascham's Exercises. Advantages of his plan for exercises, *Hincks,* i. 189.

Assessment. Assessment better than the voluntary principle for national education, *D'Alton,* i. 922–928, *Mayo,* i. 6041*–6045*, *O'Brien,* ii. 6606, 6607-——A rate should be laid indiscriminately on all classes for the support of a national education, *Simpson,* i. 2420–2427, *Muggeridge,* i. 5460–5476——Advantage of allowing localities or districts to assess themselves, *Bryce,* i. 1261, *Simpson,* i. 2434–2436. 2527–2542——Payment of the rate would act as a means of compulsion, *Simpson,* i. 2657–2659——Assessment for the payment of the master should continue for the period he holds his office, *Simpson,* i. 2931–2934——The expense of maintenance of provincial colleges should be borne by assessment on the province, *Simpson,* i. 3273–3275. 3296——There are no direct assessments for parochial schools in Scotland, in cities or towns, *Knight,* i. 5010–5012——If schools only established where they were likely to be supported, there would be no necessity for assessment, *Bryce,* i. 1122——The first cost of institutions might be raised by assessment, but raising funds for maintenance by that means would be objectionable, *Bryce,* i. 1301——Assessments for the support of schools in parishes not much objected to, *Knight,* i. 5015–5017——Where Government build the school the support of it should be provided for by assessment, in the event of the plan for a general rate not being adopted, *Muggeridge,* i. 5468–5476——There is generally rather a disposition to pay for specific service than to contribute to a general fund, *Bowring,* ii. 5686.

See also *Government. Landed Proprietors. Local Taxation. Voluntary Principle.*

Assistant Masters. Number of assistant masters in the different schools in the Belfast institution, *Hincks,* i. 258——Are generally young men preparing for the ministry in the Presbyterian church, *Porter,* i. 549, 550——In collegiate establishments they should be appointed the same as professors, *Bullen,* i. 3914.

Association of Children of different Ranks. Objection to De Fellenberg's plan of distinguishing between the upper and lower classes, *Simpson,* i. 2302–2306——Separation of the two ranks should take place after the age of 14; the pupil would then go to a higher academy or college with a mind greatly better prepared for it, *Simpson,* i. 2367–2371——Objection to the association of both classes out of school hours, *Ferguson,* i. 4585–4587——Nature of the division in education of the middle and upper classes after the age of 12, *Mayo,* i. 6088*–6095*——Association in early life would cause harmony among all classes; the superior would not suffer, and the inferior would be elevated, *Simpson,* i. 2372, 2373. 2382–2385. 2885–2887, *Muggeridge,* i. 5466, 5467——Equality of education would not take away that stimulus to exertion by means of which society is improved, *Simpson,* i. 2332–2342——When education comes to be what it ought to be all ranks will assemble in the same school as they do now in the same church, *Simpson,* i. 2365, 2366——All ranks should be mingled in a well-regulated infant school, *Simpson,* i. 2975——How far prejudices against rich associating with poor boys acts in preventing boys being sent to the High School or Academy in Edinburgh, *Reid,* i. 4760, 4761——Children of noblemen and small shopkeepers are side by side in the same school at Rome, *Wiseman,* ii. 6455.

Association of Teachers. Opinion in favour of an incorporated association of teachers for communicating information relative to education, *Bryce,* i. 1280–1287.

Astronomy. Professors to teach the higher branches of astronomy would be a libel on those who taught the elements, *Bryce,* i. 1183.

Austria. Extent to which there is a denial of privileges in Austria to uneducated persons, *Simpson,* i. 2643—— The normal schools instituted by the Emperor Joseph half a century ago have answered well, *Knight,* i. 4985——To what extent the Government wish the people to be educated, *Wiseman,* ii. 6498.

B.

Bachelor of Arts. Degree of, might be conferred in provincial institutions under certain regulations, *Bullen,* i. 3807.

Bachelors. The security education would give to persons and property is a reason why bachelors should be taxed for its support, *Simpson,* i. 2563. 2659.

Bacon's Works. Great extent to which Bacon's works are esteemed in Italy, *Wiseman,* ii. 6065.

Ballot. Election of professors should be by ballot, *Bullen,* i. 3883.

Ballymena Diocesan School. Nature of education therein, *Hincks*, i. 161.——The schoolhouse built by grand jury presentment, *Quin*, i. 1346.

Banagher School. Extent of the landed endowment of this school, *Quin*, i. 1497.

Bar. Proposal for the formation of a board for the examination of, and granting degrees to candidates for the bar, *Porter*, i. 730–732——More knowledge frequently learned after a party is called to the bar than previously, *D'Alton*, i. 872–875.

Barnabite Fathers. Celebrity they have obtained; they have always a number of young men devoted to study, *Wiseman*, ii. 6433.

Barons. In Scotland were compelled to send their eldest sons to school under a penalty in the reign of James 4th, *Simpson*, i. 2602–2608.

Basle Campagne and Basle Ville. Cause of the disturbance between them, *Bowring*, ii. 5565.

Bath. System of education pursued in the school of Messrs. Clark at Bath, *Simpson*, i. 3020.

Baths. Advantages of baths for working men, *Simpson*, i. 3335.

Belfast. System of education pursued at Belfast under Drs. Bryce and Drummond, *Simpson*, i. 3020.——*See* also *Infant Schools*, 3.

Belfast Academical Institution. Period of its foundation, and under what circumstances, *Bryce*, i. 90, 91. 246–248, *Porter*, i. 491–502. 594, 595——Expense of the building, *Porter*, i. 506–516——Course of instruction, *Hincks*, i. 161. 330, *Blake*, i. 4204, *Porter*, i. 617. 701–706. 733–737——It combines the requisites of an academy with the higher attainments of a college, *Simpson*, i. 3255——Advantages thereof, *Simpson*, i. 3255, *Knight*, 5278–5280——Improvements suggested, *Hincks*, i. 255–257, *Porter*, i. 751–755——Necessity for an uniform system, *Hincks*, i. 384——Objection to the proprietary system as applied to it; subscribers only interfere when patronage is to be exercised, *Bryce*, i. 1144–1152——The principle of the Belfast Institution might be adopted for the Cork collegiate institution, *Bullen*, i. 3810, 3811——Opinion that its being placed under the jurisdiction of the board would not be likely to produce any collision between the board and the institution, *Porter*, i. 758–764, *Blake*, i. 4227.

Belfast Academy. In what year founded and schools opened, *Bryce*, i. 91. 1112——Change in the constitution, *Bryce*, i. 92–100——Responsibility of principal and masters, *Bryce*, i. 151——Duties of the principal, *Bryce*, i. 947–951——Cost of building and funds, *Bryce*, i. 1112–1121——Education on the principle of the Scotch colleges, *Bryce*, i. 114——Advantages of the academy embracing the whole series of education from infancy to the period of entering the university, *Bryce*, i. 130–132——Number of pupils, *Bryce*, i. 150——Limitation in the number of boarders therein, and causes thereof, *Porter*, i. 492–494——It should not be united with the institution in the event of its being formed into an university, *Porter*, i. 765——Objection to its being placed under the Board of Education, *Bryce*, i. 1069.

Belfast Seminaries. Improvement of the intellectual character of the town and neighbourhood from the two institutions, *Bryce*, i. 1258–1260——Also in the north of Ireland, *Hincks*, i. 223–225——One or both of them should be assisted in making their education equal to that of an university, *Bryce*, i. 1261.

Belfast University. Opinion upon erecting the Belfast institutions into an university: how far a strong feeling on the part of the Dublin university against the plan, *Bryce*, i. 1253–1257——Fellows of Trinity College, Dublin, have resolved not to oppose the establishment of one, *Bryce*, i. 1306.

Belfast National School. Advantage of its being placed under the Board of Education, *Porter*, i. 764.

Belfast Natural History Society. Expense of the building has cramped their means of furnishing their library and museum, *Porter*, i. 676–679.

Bell, Dr. This bequest of 10,000 *l.* to Aberdeen some years ago has just been applied by the magistrates to erecting and opening a large school for boys, *Knight*, i. 4893.
See also *Aberdeen, Old.*

Bell and Lancasterian Schools, Aberdeen. State of education therein; number of scholars; rate of weekly payment, *Knight*, i. 4882–4889.

Belles Lettres. Nature of the instruction given therein in the Bristol college, *Jerrard*, ii. 6796.

Benevolence. There are sufficient calls upon benevolence without voluntary subscriptions for schools, *Simpson*, i. 2458–2460.

Bentham, Jeremy. His works not admitted in the Roman colleges, not so much on account of his political as his religious principles, *Wiseman*, ii. 6070.

Bequests for Educational Purposes. Arguments in favour of the sale of property that has been bequeathed for the purposes of education, and applying the proceeds to the purposes of national education, *Simpson*, i. 2502–2511——Individuals making bequests would do better to place the funds at the disposal of proposed national system, than forming an endowment for the benefit of a particular neighbourhood, *Simpson*, i. 2518, 2519.

Berne. Resentment is strong in Berne at the political change in the cantons, *Bowring*, ii. 5580.

Beresford, John Claudius. (Analysis of his Evidence, i.)—General agent to the Honourable Irish Society, 263——Cost of building the Londonderry free or diocesan school; from what source the funds were raised; by more economical management a better building might have been raised for a less sum, 263–282——Present and former number of scholars, and amount paid by them, 283–286. 290–293——Clergy of the diocese do not contribute towards the expenses of the school; it is not entitled to the term diocesan; some valuable annual subscriptions have been threatened to be withdrawn, 294–302——There is no debt due, and if the subscriptions were continued the school would flourish, 303–305——Manner of admitting free scholars; there is no limitation with regard to the religion or residence of the parents, 306–323.

Birmingham. Approval of the course of education pursued at the school of Messrs. Hill of Hazlewood, near Birmingham, *Simpson*, i. 3019.

Bishopricks. Size of those near Rome which are held by cardinals resident a certain number of months in the year, *Wiseman*, ii. 5923, 5924.

Bishops-street or Lower Bagot-street, Dublin. Admirable state of the institution for instruction therein, *Osler*, i. 2693.

Black Boards. Advantages thereof for ascertaining the educational progress of children, *Simpson*, i. 2982, 2983.

Blake, Richard Anthony. (Analysis of his Evidence, i.)—Commissioner of the Board of Education in Ireland, 3352——Period of meetings of the board, and attendance of commissioners, 3355–3363——Books published by the board may be considered as sanctioned by the entire board, 3363–3368——Advisable to have on a board of national education one paid commissioner to give constant attendance, 3369——Opinion against ex-officio members of a board, 3371–3373——Necessity for different religious sects being represented at the board, 3373–3376——Objections to the nomination of the commissioners by the board, or by popular election, 3377–3379——Objection to teachers being members of the board; difficult questions may be solved by consulting them, 3380–3385.

Objections to the management of education being entrusted to an incorporated body of teachers, 3386, 3387——Further evidence in favour of the appointment of commissioners by the Government, 3388–3392——Appointment of the president should be in the Crown, 3393, 3394——Opinion in favour of the appointment of a minister of public instruction with a council, 3395–3404——Objection to the Secretary for Ireland being such minister, 3404–3408——Further evidence in favour of one or more paid commissioners, 3413–3426——Mode of appointment of officers by the Irish Board, 3427–3436——The strong expression of political opinions would render a candidate for an office ineligible, 3437–3443——A party entering warmly in religious controversy without forgetting charity would not be objected to as an officer, 3444, 3445.

The preseat enlightened state of society will prevent the board from becoming a means of disseminating particular religious or political views, 3450, 3451——Mode of examining candidates for the inspectorship; five commissioners have usually been present, 3452–3455——Salaries and duties of inspectors, 3456–3462——Nature of their inspection, 3463–3467——Power of dismissal of inspectors is vested in the board without communication to Government, 3468–3470——Salary and duties of the secretary, 3473–3483. 3489——If boards of education in Ireland were consolidated one secretary would be sufficient, with additional clerks, 3484–3488——Opinion in favour of the two boards of education being consolidated, 3490–3495——Rules and regulations for the conduct of the board and management of schools, submitted to the Lord Lieutenant; how far advisable that they should be embodied in an Act of Parliament, 3496–3505——Advantage of the board being incorporated under an Act of Parliament, not limiting the powers of the board too much, 3506–3511——Advantage of the board being made a charge upon the Consolidated Fund, 3512–3518.

[Second Examination.]—Present annual expenditure of the board, and estimated expenditure in the event of extending education, 3519–3523——Period each inspection takes; report upon each school according to a set form, 3524–3533——Powers of the board as at present constituted, 3535——Suggestions for powers to be vested in the board for building schools and schoolmasters' houses; estimated amount to be paid for land for the purpose, 3536–3554——Number of schools established by the board, and number to which grants have been made; number of scholars, 3555–3558——Amount supplied by the board, and contributed by parties, for building and fitting up school-houses, 3559–3663——Grounds on which the board give preference to some applications for schools over others, 3564, 3565——Further evidence upon the funds to be provided by the State, and the mode of assessment for the contributions of districts, 3566, 3567——Suggestions

Blake, Richard Anthony. (Analysis of his Evidence, i.)—*continued.*

gestions for salaries for teachers, with power to the board to give gratuities, 3588–3593——Suggestions for the appointment of a committee of local managers; their powers over masters, and power of the board over them, 3594–3614.

[Third Examination.]—Number of schools and scholars in 1834; grants towards the establishment, and applications from Protestants and Catholics for aid, 4038——The present system has proved beneficial and satisfactory, 4039——Opposition to the national board is less than it was, 4040——Proportion the signatures to applications by Protestant and Catholic clergymen and laymen bear to each other, 4041, 4042——Selections from the Scripture published with the full sanction of the entire board, and are calculated for the use of schools which children of different denominations may frequent, 4043, 4044——Proportion the annual grant should bear to the local assessment in the next nine years, 4047——Number of applications before the board, 4049——Instruction to inspectors; general principles of the system of education to be attended to by the inspectors, 4049, 4050——Form of inspector's report, 4051, 4052——Inspectors' reports abstracted in a book, 4053, 4054——Reports to Parliament by the board; full details in the second report, and intention to continue that system, 4055–4063.

Advantages of normal schools, and progress made by the board in the establishment of them, 4064–4079——Preference to teachers being trained in the normal schools of the board than the university, the Belfast Institution, or any other public institution, 4080–4094——No objection on constitutional grounds to the board sending through the country their own disciplined teachers, 4095–4097——Objection to the Kildare-place Society's mode of training teachers; some of their teachers are employed in the schools in Ireland, and some under the board, 4100–4104——System of promotion intended to be adopted among teachers showing superior capacity, 4108–4111——Nature of examination previous to admission into the normal school, 4118–4123——Rules for general instruction pursued in the national schools, 4125–4127, *p.* 357——Class roll of a national school, 4125, *p.* 359——Nature of elementary education, 4128–4131——Extent to which agricultural instruction should be carried; wish of the board to found agricultural schools, 4131–4133.

[Fourth Examination.]—Agricultural instruction could not be given in the primary schools; there should be schools for the sole purpose, 4134——The objection of parents to sending their children to school on account of wanting their labour is obviated by allowing the children to be absent from school when their labour is most wanted, 4135–4141——Extent of hours of instruction in schools, and how far a portion might be devoted to agricultural instruction, 4142–4146.

Plans for building school-houses will eventually be settled by the board, 4150–4154——Both sexes are in some cases taught in the same school; male teachers will generally be preferred, 4155–4158——Nature of school requisites furnished by the board, 4159–4164——Mode adopted by the board with regard to the publication of books for for the use of schools; purchase of copyrights, and objection to general publication; increased use of the board's books, and advantages thereof, 4165–4189——Advantage of lending libraries attached to schools which the board think of establishing, 4193–4196——Views of commissioners of education; inquiry relative to diocesan and royal schools in Ireland are expressed in their report, 4198–4200——Necessity for a better system of education for the wants of the middle classes in Ireland; Government aid requisite for providing competent teachers who should set up schools as private speculations, 4201–4212. 4214.

No objection to Government applying a portion of the public funds to erecting colleges and academies, which would be amply supported by fees, 4213–4219——The schools might be provided by the public, and land sufficient for the use of a teacher be annexed in the nature of an endowment, 4222–4224——Evidence in favour of the board having jurisdiction over museums, galleries, &c.; also as regards public grants and local contributions, 4229–4235——Hostility to the establishment of schools by the board have been from religious prejudices, and the fear of its preventing the circulation of the Bible, 4236–4238——Extracts from the preface to Scripture Extracts recommending the use of the Bible in schools, 4239.

The Scriptures are not supplied by the board, they not thinking themselves authorized to circulate the Roman-catholic version as well as the Protestant, 4240——Day set apart for religious instruction in the schools, 4241——Attendance upon religious instruction not enforced, 4242, 4243——Very few cases in which works containing topics of religious controversy have been found in the schools, 4244–4247——Manner in which the objections of Roman-catholics to the division of the commandments have been obviated, 4249——How far objections to the Roman-catholic notes to the Scripture Lessons, 4250, 4251——General lesson inculcating Christian charity agreed to by both Protestants and Roman-catholics, and hung up in every school, 4253, 4254——Extract of certain hymns from a small volume of poetry published by the board, 4255–4261. 4266——No dissentions among managers of schools arising from religious differences; feeling of mutual dislike subsiding, 4268–4272——If Government take an active part education will advance more rapidly, 4273.

Blue Coat School. Objection to the Monastic system of education therein, *Simpson*, i. 3186.

Board of Charitable Bequests. Their reports are accurate as far as they go, *D'Alton*, i. 777——There has been a great deal of concealment from the Board of Commissioners of Charitable Bequests of the extent of those bequests in Ireland, *D'Alton*, i. 778——Charities should be placed under one board, *D'Alton*, i. 787–796.

Board of Commissioners. A board of commissioners might be formed consisting of professors and statesmen, combined for the purpose of starting a system of education, *Bryce* i. 1280. 1293.

Board of National Education. Suggestions for the appointment of; manner in which it should be constituted and supported, and powers with which it should be invested, *D'Alton*, i. 850. 932–945, *Simpson*, i. 2666–2680. 2716, 2717. 2845–2860. 2908–2915, *Reid*, i. 4861–4878, *Rickards*, i. 5389–5391, *Muggeridge*, i. 5483-5497. 5511–5513, *Jones*, i. 5765*-5774*, *Mayo*, i. 6023*-6040*, *O'Brien*, ii. 6637, 6638——The appointment of the board by Royal commission is better than any system of self-election or appointment by colleges, *Simpson*, i. 2667–2674. 2677–2680——Its powers should at first be confined to elementary education, and should not extend to academical and collegiate, *Muggeridge*, i. 5511–5513——Board of education should have the superintendence of subsidiary institutions, particularly as regards reports, *O'Brien*, ii. 6637, 6638——Suggestions for appointing boards of national education in either kingdom, communicating with each other, and being responsible to a minister of public instruction, *Simpson*, i. 2916–2919, *Muggeridge*, i. 5483–5497——Opinion that an efficient board may be obtained without payment, *Porter*, i. 611–613——Objections to a permanent board of education, *Bryce*, i. 1280–1287——The salaries of the board should be as high as those of the judges, *Simpson*, i. 2903–2907.

See also *Assessment. Education. Grand Juries. Local Taxation. Reports. Voluntary Principle.*

Board of Education, Ireland. The present board of education have already printed many useful books for elementary schools, *Hincks*, i. 173——They should form a text book on the principles of English law and legislation, *Porter*, i. 713——Period of meetings of the board, and attendance of the commissioners, *Blake*, i. 3355–3363——Opinion in favour of the two boards of education being consolidated, *Blake*, i. 3490–3495——Powers of the board as at present constituted, *Blake*, i. 3535——The present system has proved beneficial and satisfactory, *Blake*, i. 4039——Opposition to the national board is less than it was, *Blake*, i. 4040.

Board of Education, Scotland. Objections to a mixed body in which the different religious sects would be represented, from the Dissenters being confined to particular districts and large cities, *Knight*, i. 5008——Opinion relative to establishing a board of national education in Scotland, *Knight*, i. 5000–5008. 5021–5023.

Board of Examiners. They should not be teachers; they should be distinct from the university, allowing the university afterwards to confer the degree, *Bullen*, i, 3801–3803.

Board of Managers. Manner in which the board of managers and visitors of the Belfast Institution is constituted, *Porter*, i. 608–610.

Boarders. Fees paid by boarders in the Belfast Institution, *Porter*, i. 519-524——In the diocesan schools, *Quin*, i. 1424——At Haileybury, *Jones*, i. 5728*-5736*——Number of pupils who board with the principal of the Belfast Academy, *Bryce*, i. 133–135, 1306——Boarding schools are attached to the Belfast institutions, *Hincks*, i. 354——Professors should be encouraged to take boarders, *Quin*, i. 1459-1462, *Bullen*, i. 3931——It might be left to future arrangements whether collegiate institutions should take boarders, *Blake*, i. 4226——System of boarding adopted at Haileybury, and whether the plan would be generally advantageous; expense of the boarding establishment, *Jones*, i. 5728*–5736*——Evils of the boarding system, and necessity for its abolition, *Simpson*, i. 3186–3190——Whether boarding-houses should be attached or adjacent, *Kyle*, i. 2141–2144——Advantage of separate boarding-houses instead of boarding in the collegiate institutions, particularly as regards the moral training of pupils, *Jerrard*, ii. 6740–6743——The system of boarding and day scholars should be combined, *Wiseman*, ii. 6579——Arrangements in royal schools as to boarders, *Kyle* 2140-2144——In most of the Roman colleges the students are boarders, *Wiseman*, ii. 6026——Necessity for boarding houses being under the superintendence of the college, *Jerrard*, ii. 6779–6784.

Bogs. Report on; valuable statistical information therein, *D'Alton*, i. 894.

Bonn University. Instance of a double faculty at Bonn, for Catholics and Protestants; how far such a plan is applicable to Ireland, *Wiseman*, ii. 6024, 6025.

Books:

1. *School Books.*
2. *Regulations as to particular Books at Rome.*

1. *School Books:*

The choice of, should not be left to persons contributing to the school, *Muggeridge*, i. 5477——They are selected by masters without uniformity of system, *Hincks*, i. 379–386——Difficulties are not experienced by teachers in the selection of text books, *Porter*, i. 628, 629——In the Belfast Academy particular passages are read by the English master, *Bryce*, i. 1091, 1092——Necessity in Ireland for good text books at a low rate, *Hincks*, i. 172–176——Advantage of those by the Society for diffusing Useful Knowledge, *Hincks*, i. 417——Necessity for a perfect series of school books to be published under the sanction of the board, *Simpson*, i. 2867–2873——Necessity for better school books both in Switzerland and elsewhere, *Bowring*, ii. 5808, 5809——The Commissioners of Education had no funds applicable to send forth any particular works, *Quin*, i. 1492——Books published by the board may be considered as sanctioned by the entire board, *Blake*, i. 3363–3368——Mode adopted as to publication, *Blake*, i. 4165–4189——The board's connexion with schools would cease unless the books sanctioned by it were used, *Blake*, i. 3466——The board's providing cheap books not advisable, *Bryce*, i. 1091——Unqualified approbation by clergymen of the books of the national board; depôts in county towns would cause a greater sale of them, *Macnamara*, i. 4363–4366——Description of books used in the schools in Scotland, *Knight*, i. 5145–5153——By whom books in the different institutions in Rome are selected, *Wiseman*, ii. 6079–6082—— Description of books and nature of instruction in factory schools, *Rickards*, i. 5350–5361.

2. *Regulations as to particular Books at Rome:*

The use of certain books which are contained in the Index Expurgatorius is prohibited, persons licensed only ought to obtain them; but they do get into circulation, *Wiseman*, ii. 5926–5938——Particular editions of works only are prohibited in Rome; subsequent editions of the same author are allowed; licence necessary for printing and engraving, *Wiseman*, ii. 5990–5994——Works would not be allowed in Rome with principles against the ruling government, *Wiseman*, ii. 6076–6078.

See also *Chambers*, Messrs. *Kildare-place Society. Manuals.*

Booksellers' Shops. Great want of booksellers' shops in different parts of Ireland, *Hincks*, i. 218–220.——*See* also *Ennis. Galway. Leitrim.*

Borough Road School. The attendance is of children of a better order, *Simpson*, i. 2552——Number of scholars under one master therein, *Simpson*, i. 2993.

Botany. Extent to which botany is intended to be taught in the Templemoyle school, *Ferguson*, i. 4563–4568.

Botanic Gardens. Liberal subscriptions have been entered into for it at Belfast, *Hincks*, i. 485——Contemplated by some public bodies to form a botanic garden in the neighbourhood of Cork, *Bullen*, i. 3674——That of the Cork institution was rented high, selected in a very unfavourable secluded situation, and has since been given up for a cemetry, *Bullen*, i. 3633–3638——Want of a good botanical school caused little interest to be taken in it, *Bullen*, i. 3709——Want of medical school another cause, *Bullen*, i. 3726, 3727.

Bowring, John, LL.D. M.P. (Analysis of his Evidence, ii.)—Progress of education in foreign countries under different forms of government, and advantages to society, 5557——Manner in which the advantages have been particularly applied to Switzerland, 5557–5571——Improvements in legislation from the same cause, 5570–5584——Crimes of violence diminish, and those of fraud increase, 5585–5587——Increase in the number of foreigners coming for manufacturing purposes since 1830, 5588, 5589——Improvement in commercial education; advantages thereof, 5590–5594——How far education is obligatory; manner in which funds are provided, 5595–5602——Religious feeling compared with other countries is infinitely more benevolent; Protestant districts more prosperous than others, 5603–5606——Examination as to whether education has been the cause or effect of the prosperity of Switzerland, 5607–5616——Examination upon religious instruction to children of different sects; very little religious animosity in Switzerland, 5617–5635.

[Second Examination.]—Particulars as to the code Thurgovia for education, 5636–5638——Course of education in elementary schools, 5639–5642. 5715——Mode by which compulsory education is enforced, 5643–5649. 5681——Hours of attendance prescribed by law, 5650–5660——Arrangements as to absence of children, and as to their leaving school before the period prescribed by law, 5661–5668——Number of schools and scholars; proportion of the sexes in Thurgovia, 5669–5673. 5678–5680——Rights of citizenship depend on educational certificates, 5674–5677——Education is gratuitous in case of poverty; strong feeling in favour of payment for education; means by which school funds are derived, 5682–5692——Children receiving domestic education, or education in higher schools, would not be compelled to attend the elementary schools, 5693–5702——Mode adopted as to the education of illegitimate children and orphans, 5703–5705——Manner in which the Legislative Council is put in possession of reports as to school

Bowring, John, LL.D, M.P. (Analysis of his Evidence, ii.)—*continued.*

attendance, 5706–5708——Salaries of schoolmasters; the situation considered one of respectability, 5709–5714——Nature of religious instruction, 5715–5719.

[Third Examination.]—Nature of the inspection of schools, 5721–5736——Duties of the General Council, 5737–5741——Difference between the legislative and executive bodies of Neuchatel and Thurgovia, 5742–5744——Nature of the examination of masters; advantages of a normal education, 5745–5751——Mode of appointment of schoolmasters, and alterations suggested, 5754–5760——Regulations for religious instruction by Catholic and Protestant clergy, and how far in the same school, 5763–5773. 5812, 5813——In whom the power of suspending masters is vested; periodical examinations of their fitness, 5774–5781——Offices from which schoolmasters are exempt; their low pay causes them to accept secondary employments, 5786–5793——Swiss peasants mostly possessors of lands; facilities of mortgaging in Switzerland, 5794–5796 —Funds by which schools are built, and school apparatus provided, 5797–5807——Necessity for better school books, both in Switzerland and elsewhere, 5808, 5809——Unfriendly feeling between Catholics and Protestants decreasing, 5814–5820——Powers of the local council with regard to government grants and endowments, 5821–5827——Description of secondary schools, and nature of the education given therein, 5832–5850——Property of communes is under the control of the magistracy, 5851.

"*Brevêt de Capacité.*" Teachers should receive from the normal school a "brevêt de capacité," or licence, which should put them on the list of candidates, *Simpson,* i. 2747-2751.

Brigham, Dr. Observation upon his work relative to infant education, *Simpson,* i. 2973.

Bristol College. Constitution of the Bristol College; means about to be taken for the erection of a building, *Jerrard,* ii. 6644–6649.

British Museum. There are valuable Irish manuscripts therein, *D'Alton,* i. 892.

British Students. There is no attempt made in the instruction given to theological students at Rome to weaken their attachment to British institutions, *Wiseman,* ii. 6403.

Bruce Castle, Tottenham. Approval of the course of education pursued therein, *Simpson,* i. 3019.

Brussels. System of education pursued in an institution under Monsieur Gaggin, in the Fauxbourg de Namur at Brussels, *Simpson,* i. 3020.

Bryce, The Rev. *Reuben John,* LL.D. (Analysis of his Evidence, i.)—Principal of the Academy of Belfast, 1——Education of young persons at the diocesan schools has been chiefly classical, with a view to entrance into Dublin College, 8–10——Course of classical instruction in the diocesan and royal schools is determined by the entrance course of Trinity College, Dublin, 13–15——Philology, or a critical and philosophical knowledge of the languages, is not sufficiently attended to in the English or Irish schools, 16–18——Pupils of the royal schools are superior, and those of the diocesan schools not inferior, to the average of pupils from the other schools in the north of Ireland, 19——Latin composition not sufficiently attended to in the schools in Ireland, 20–25——Advantageous mode of teaching Latin in the private school of Mr. Carley of Antrim, from his approximation to the Scotch mode, 26–28——Description of the Scotch mode of teaching Latin, 29——Translations from English into Latin are beginning to be used a great deal in Irish schools, 34.

Composition in Latin verse is attended to in some schools a great deal, 35–37——The study of prosody is greatly neglected in Ireland, 38, 39——The habit of speaking Latin ought to be attempted in schools, 40, 44——Proportion of classics required by the entrance course of Dublin College, 41——Better for a pupil to read a large portion of a classical writer than to use selections from the most beautiful parts, 42–44——Classifications of grammar should be made use of as early as possible, 44, 45——It is quite practicable, by the adoption of better methods, to shorten the period employed in learning the Latin and Greek languages, so as not to interfere with the study of practical and experimental science, 46——Manner in which difficulties in the way of speaking Latin may be overcome, and a correct style attained, 47–53——Latin language is of use to any one who can command time for the study, and if properly managed will not interfere with other studies, 54——Greek books in schools are determined by the entrance course of Trinity College, Dublin, 55.

Less attention paid to Greek than Latin in the Irish schools, 56–58——Greater tendency to introduce improvements in Greek than in Latin, because they are more wanted, 60——Speaking Greek recommended; a competent knowledge of the Greek accent might be easily acquired, 61, 62——Nature of the scientific course pursued in the diocesan and royal schools, 64——There is not much attention paid in most of the schools to the original invention of demonstrations and practice of mathematical exercises, 68, 69——Royal and diocesan schools are greatly superior to schools in England as regards arithmetic, but are inferior to many Irish schools of similar rank, 70, 71——Cause of defect in schools arises from the head master being selected for his classical attainments, and the other departments being committed to ushers with fixed salaries, 80——Improvements that have taken place in teaching the English language in schools, 82, 83——Manner of selecting masters and under-masters in the Belfast Academy,

Bryce, The Rev. *Reuben John*, LL.D. (Analysis of his Evidence, i.)—*continued.*

Academy, 84——Persons proficient in other branches of education are not always proficient in English, though the number is increasing, 85, 86.

Change that has been made in the constitution of the Belfast Academy, and from what causes, 92-101——Present method of election of masters, and evidence in favour thereof, 102–105——Objections to public examination of masters, 106–108——Desirable that under-masters should submit to an examination, 110——Patronage of electing teachers in a public seminary where the master's income does not wholly arise from an endowment, should be left to the masters, 111, 112——Course pursued in the Scotch universities in the election of professors, 113——Departments of education for which there are classes in the Belfast Academy conducted on the principle of the Scotch Colleges, 114——Where the endowment is small the system of self election for professors is best, 115——Admirable appointments made by the town council of Edinburgh of professors to the University of Edinburgh while the appointments were not lucrative, but when they became so the council got under the influence of the higher class of society, 115, 116——In whom the power of removing teachers is at present vested, 117–120——The Presbyterian synods have not recognised the college department of the Academy for the education of Presbyterian clergy, 121, 122——Number of schools in the Academy, and for what departments; organization thereof, and ages at which pupils enter and leave, 123–129.

Establishment of an infant school in connection with the Academy, and which forms a link in the lower classes of the English school, 124–128——Advantages of the Academy embracing the whole series of education from infancy to the period of entering the University, 130–132——Number of pupils who board with the principal in his official house, 133–135——Hours at which the different schools meet, 136, 137——System of schools; a better arrangement than that one master should conduct the whole of his class from the first elements to the highest branches, on account of the general principle of the division of labour, 140–143. 148——Advantageous if teachers, previous to their appointment, were to be made acquainted with the principles of the art of teaching which are pursued in the institution for which they are candidates, 144–147——Further evidence as to the division of labour in teaching, and as to its being limited by the extent of the market, 148, 149——Organization of the Academy with regard to the control of the principal masters and assistants, showing the responsibility of the assistants to the masters, of the masters to the principal, and of the principal to the public, 151.

[Second Examination.]—Duties the principal of large and small seminaries should have attached to his office, 946——Principal of Belfast Academy has the duties of superintendence to manage, gives lectures on the science of education, and teaches in the classical school, 947–951——Number of lectures given on the science of education in one course, number of students who attend them, and fees for the course, 952–958——Education of females has not been conducted on scientific principles any more than that of males, 959, 960——Interest taken by mothers in the lectures on the science of education, and beneficial results expected therefrom, 961, 962——Advantage of Government promoting the creation of the science of education, in producing a competent number of qualified teachers, 963–965——It would be more advisable that lectures on the science of education should be given at an university than that there should be a separate school for the purpose, 967——Universities ought now to take up the science of education and establish professorships, 969——Course of education pursued at the University gives a direction to the line of education throughout the whole of Ireland, 970, 971——Nature of the application made to Government in 1831 and 1833 for a grant to be applied in improving the course of lectures on the science of education, 972.

Private schools established for the education of teachers would sink from the inferiority of their pupils if they did not extend themselves into the Universities, 973——Professorships of Pedagogie attached to the Universities on the Continent would have been of more use than normal schools, 974——There should be a school in the nature of a model school attached to the one in which the lectures are given, 975——Course of education pursued in the logic class in the college branch of the Belfast Academy, 976–983——Extent to which the course of mathematics is carried, 984——Nature of the natural philosophy course, 985——Extent to which application of the sciences to the ordinary purposes of life is made, 988, 989——Extent to which the use of apparatus is applied in illustratiug the sciences, 990–996——Branches that are comprised in the course of natural history, 997, 998——Books that are used in the study of geography, 999–1001——Particulars as to the natural history society in the Academy formed by the mathematical master, and a few of his pupils, 1003–1006——Extent to which arithmetic is extended, 1007, 1008——The drawing class is not very extensively attended, 1009–1011. 1021–1023.

The system of classes leaving the choice of studies open, is better than one system of study obligatory upon all, 1012——Manner in which the scale of fees depends upon the attendance on classes, 1013–1018——Those classes are best attended which teach things most generally required, 1019, 1020——Number of pupils attending the Academy, and rank of life of parents, 1024–1030——Amount of fees for three classes, which are sufficient to occupy a boy's time at once, are within the reach of persons of very limited incomes, 1031–1035——Advisable to extend the means of education by establishing seminaries in different parts, in order that the children of poor persons may benefit by it, 1036–1039——Want of means of obtaining a good education is one cause why a

Bryce, The Rev. *Reuben John*, LL.D. (Analysis of his Evidence, i.)—*continued.*

middle class is not formed in the south and west of Ireland, 1039, 1040——Religious opinions of the pupils are not interfered with in the Academy, 1041–1046——Reasons why theological education would be more advantageously given in common with other studies than in separate colleges, 1047–1050——Objections to the monitorial system, except in cases of trained monitors or students of the science of education, 1051–1059——The discipline of the school being good, very little punishment is required; when any punishment is necessary corporal punishment is used, 1061, 1062——Rewards are considered more injurious than punishments, 1063——There is an annual public examination in addition to the weekly examinations, 1064——No benefit would be derived from publishing the reports of the Academy, unless it were occasional reports of important improvements, 1066–1068——Objection to the Academy being placed under the inspection of the Board of Education, or any external body; there is no objection to any public body being informed to the fullest extent of the proceedings of the Academy, 1069——Course of instruction in the English school, 1070——Nature of English composition taught in the school, 1071–1073——Exercising the pupils in analysing what they read is much practised by the English master, 1074——Manner in which elocution is taught, 1075.

Works on English literature which are used in the school, and lectures are given by the English master on the history of English literature, 1076–1082——It is easy to make children fond of learning as an amusement, 1083——Debating societies are not recommended, from making the speakers contented with superficial instead of real knowledge, 1084–1089——There is an inconvenience in using selections instead of entire works, but parents do not like to go to the expense of the latter, 1090——The Board of Education providing cheap books not advisable, there being no necessity for public money going to cheapen books for the wealthy merchants of Belfast, 1091——Passages of particular interest are read by the English master from works in the library, which the pupils are advised to read, 1091, 1092——*Vivâ voce* examinations are better than written ones, except it is for the purpose of deciding a great prize, 1093, 1094——Mode of teaching the foreign languages, 1095–1097.

Amount of subscriptions to the school library, number of books therein, and by whom selected, 1098–1107——There has been perfect harmony among the professors, except in two instances, 1110, 1111——Period of the erection of the Academy, its cost for building and repairs, number of pupils it can accommodate, annual expense, and by what funds met, 1112–1121——Cause of the foundation of the Academical Institution, and how far that and the Academy might be practicably united, 1123–1129——Advisable to have professors of law in institutions approaching to universities, 1131——It would be desirable that students should have an opportunity furnished them of studying the laws and constitution of the country, but the study should not be made compulsory, 1132–1136——Manner in which the different studies should be apportioned in the event of uniting the two institutions and granting university privileges, 1137–1140——Opinion against granting degrees by universities, 1141–1143.

[Third Examination.]—Objections to the proprietory system in the constitution of academical institutions, 1144–1152——Objection to ex-officio members in a public body for superintending education, 1153–1160——Suggestions with regard to patronage of institutions similar to the Belfast Institution, the management of the funds raised by assessment being vested in the town council, 1161–1165——Professors should be elected jointly by a body of professors and the local committee, 1166–1168——Evidence as to the power of control and superintendence of an institution founded by Government and supported by local assessment, 1170, 1171——Roman-catholics are eligible as professors in the Belfast Institution, but the ecclesiastical bodies with which the institution is connected might object to their appointment, 1173–1178——How far advisable to give the town council a voice in the election of professors, 1180, 1181——Objections to fixed salaries of professors, 1182–1204——Opinion in favour of endowments in land over fixed money payments, 1206–1208.

Opinion in favour of making no provision for religious instruction, but leaving the matter to be arranged between teachers and parents, 1209–1229——Changing the entrance course and under-graduate course at Trinity College, Dublin, would place the study of the classics on a more solid foundation, 1236–1239——Advantage would result from the study of the elements of legislation, statistics and political economy, 1244–1251——Opinion upon erecting the institutions in Belfast into an university; how far a strong feeling on the part of the Dublin University against the plan, 1253–1257——Improvement of the intellectual character of the town and neighbourhood from the two institutions, 1258–1260——Mode proposed for the establishment of a general system of education in Ireland, and course of education to be pursued in the different establishments, 1261–1270——Proposed mode of granting degrees by a board and by universities, 1271–1277——Objections to a permanent board of education, 1280–1287——Funds of the royal schools might be made more useful to the public than they have ever yet been, 1287–1291——Further evidence relative to Government assistance and voluntary contributions for building and supporting schools, 1292–1302——Compulsory education would not be required when good teachers established, 1304–1306——Nature of endowments, showing those least objectionable, 1306.

Bryce, Dr. The Board might employ teachers who had attended Dr. Bryce's lectures at Belfast, but would prefer those educated at their own, *Blake*, i, 4091.

Buckingham, Duke of. There are very valuable Irish manuscripts belonging to him at Stowe, *D'Alton*, i. 892.

Buckingham, Mr. His proposition for airing-grounds and baths for the working classes, *Simpson*, i. 3335.

Buildings. Want of funds for providing land and buildinge is the principal obstacle in the success of educational institutions, *Bullen*, i. 4008, *Jerrard*, ii. 6776–6778——Present mode of supplying school-houses should he continued till the supply of good teachers had produced its full effect, *Bryce*, i. 1263——Extent to which public funds might be necessary for buildings, *Bryce*, i. 1279——If buildings were provided for museums, specimens would abundantly flow in, *Reid*, i. 4664, 4665——Schools might be provided by the public, *Simpson*, i. 3273-3275, *Blake*, i. 4222–4224——Suggestions for powers to be vested in a board for building schools, *Kyle*, i. 2257–2259, *Simpson*, i. 2733–2739, *Blake*, i. 3536–3554, *Macnamara*, i. 4322-4325. 4356——Plans for building school-houses will eventually be settled by the Board, *Blake*, i. 4150–4154——Superintendence of the commissioners over the building of school-houses, *Quin*, i. 1453–1458, *Kyle*, i. 2160–2164——Cost of building the Londonderry diocesan school, *Ferguson*, i. 4449–4459——Amount required for building school-houses in Ireland, and amount that would be required in Scotland, *Knight*, i. 4914–4917——Estimated expense for a building: For the Cork Institution, *Bullen*, i, 3678–3681—For the Bristol College, *Jerrard*, ii. 6785–6787.——*See* also *Government*. *Land*.

Bullen, Dennis Brenan, M.D. (Analysis of his Evidence, i.)—Doctor of medicine, resident at Cork, 3615. 3616——There are private schools in Cork, but not any public institution for the education of the middle and upper classes, 3620, 3621——Particulars relative to the formation of the Cork Royal Institution; the eventual withdrawal of the Parliamentary grant, and unsucessful attempts to get the institution formed into a collegiate institution, 3622–3717——Cause of the extension of literary knowledge in Cork, 3721–3725——Particulars relative to the society of fine arts in Cork, 3731–3734. 3740–3748——Cause of the institution of the society of native artists, 3735–3739——Increased taste for the arts in Cork, 3752, 3753——The museum in a better state now than when the institution had more money, 3756–3759——Valuable library of Dr. Murphy, the Catholic bishop of Cork, 3768–3770.

Managers of the institution have prepared a list of lectures to get names attached to, 3775——Very inadequate information can be derived from lectures only; necessity for previous study, 3776–3786——If the institution formed into a collegiate institution, with powers relative to degrees, it would be numerously frequented, 3787–3791——Particulars as to the Cork school of physic and surgery, 3791, 3792——Powers proposed to be granted to provincial collegiate institutions, particularly as regards granting degrees, 3796–3803——It would be safer to exclude the granting theological degrees, 3804–3806——Degree of bachelor of arts might be conferred under certain regulations, 3807——Degrees in law should be reserved to the University, 3808, 3809——The principle of the Belfast institution might be adopted for the Cork collegiate institution, 3810, 3811——Further evidence against the institution conferring collegiate honours, 3812–3814——Elementary education is adequately provided for by private enterprise in the county and city of Cork; advantage of the course of instruction provided in private schools, 3815–3823——The whole property of the Cork institution should be assigned to the Central Board of Education, to be applied to the purposes of education, 3824.

[Second Examination.]—Particulars relative to the administration of the affairs of the institution by means of a board of management, 3825–3831——Lectures at the institution failed partly from having been given gratuitously, and the public not liking afterwards to pay for them; but the necessity for them being seen the public are now willing to pay for them, 3832–3842——Number of proprietors who are free in right of their shares; falling off in the subscribers, 3844–3847——Necessity for proprietors paying an annual subscription in all institutions intended for the higher branches of knowledge, 3848–3854——Opinion relative to proprietors founding a collegiate institution, and afterwards giving the election of professors and management of the institution to a *senatus academicus*, 3855–3858——Opinion upon Government building the institution and furnishing the materiel, and the province being assessed for repairs and general maintenance, 3859–3867, 4012–4020.

Proposed method of electing professors; the *senatus academicus* initiating, and the central board determining, 3868–3883——Mode by which the principal should be appointed, and powers that should be given them, 3884–3889——Mode by which the *senatus academicus* should be constituted, 3890–3895——Mode of appointing a local board to manage the funds, and have power of suspension over the professors, 3896–3906, 4021–4025——How far objectionable to bring clergymen of different sects together as professors in an institution; they should not exercise their functions as clergymen, 3907–3911——Mode of arranging classes and course of study, 3912–3914——Code of laws for the discipline of the college should be determined by the central board, to whom periodical reports should be made by the *senatus academicus*, 3919–3925, 4026, 4027——Proposed fixed salaries of professors, 3926–3928.

Bullen, Dennis Brenan, M.D. (Analysis of his Evidence, i.)—*continued.*

There should be a professorship of the art of teaching, with a special department for the purpose, 3932–3934——Proposed method of making periodical examinations, 3935–3940——Examination upon the proposed amount of fees, particularly with the view of preventing certain professors being overstocked, 3941–3956——Course of instruction pursued and fees in an establishment in the neighbourhood of Cork for the education of females of the higher classes, 3960–3978——Extent to which gratuitous education is given to the poorer classes in Cork, 3979–3985.

Feeling of mechanics in Cork with regard to education, 3986–3988——Constitution of the Cork mechanics' institute; amount of subscriptions; lectures, and number of pupils; description of studies, 3989–4001——Advantage if Government would promote the intellectual recreations of the lower orders, to check the inordinate use of whiskey, 4003, 4004——Injury to the public mind from political agitation; partly caused by the want of educational institutions, 4009–4011——Advisable for Government to found collegiate institutions, independent of the Cork institution; that institution might offer its property as a means of inducement, 4032——Manner in which the peace of Ireland would be promoted by the establishment of a system of education, 4033–4037.

Bursaries. Bursaries as part of the normal system might be founded to any extent, *Simpson,* i. 3110. 3111.

Business of a School. Making a certain number of boys transact the business of the school, such as going to market, &c. may be advantageous if done consistently with their course of study and moral training, *Simpson,* i. 2307, 2308——Manner in which the practical money and produce business of the farm is conducted by the pupils as a reward, *Ferguson,* i. 4573.

Buttman's Grammar. An abridgment of Buttman's Grammar, the best adapted to general practical purposes, *Hincks,* i. 178.

Byron, Lady *Noel.* Establishment by her of an agricultural school at Acton, *Simpson,* i. 3286.

C.

Calabria. Instruction is in the lowest state there of any part of Italy, *Wiseman,* ii. 5973.

Calesanctians. This order in Rome, unites education in seminaries and colleges with the gratuitous education of the poor, *Wiseman,* ii. 5913.

Cambridge University. Names of learned men who entered this University at the ages of thirteen and fourteen, *Knight,* i. 5250.

Capranica. Number of students in this college at Rome, *Wiseman,* ii. 6015.

Cardinal Vicar. He is head of the Roman seminary; his visitation of schools at Rome; his presence at examinations, *Wiseman,* ii. 6121.

Carley, Mr. Approximation to the Scotch mode of teaching Latin in his school at Antrim, *Bryce,* i. 26–28.

Carlile, Rev. Mr. Salary and duties of Mr. Carlile, the paid Commissioner of the Irish Board, *Blake,* i. 3418–3421——Selections from the Scriptures drawn up by him; he is an Evangelical minister of the Scotch church in Dublin, *Blake,* i. 4043.

Carlow College. Is rented fairly, *D'Alton,* i. 812, 813.

Carysfort. Extent of the landed endowment of this school, *Quin,* i. 1497.

Carysfort School. Particulars as to the visitation of, *Kyle,* i. 1836–1845. 1861——Is distinguished as an English school; books allowed by commissioners, *Kyle,* i. 1823. 2153–2157.

Casts. Certain casts given by King George the Fourth to the Society of Fine Arts in Cork, *Bullen,* i. 3660. 3732——Gallery of, at Cork, open by permission of the librarian, *Bullen,* i. 3754——Desirable that colleges should be furnished with casts from the antique; small expense at which they may be obtained, *Porter,* i. 651–655. *Wiseman,* ii. 6549–6554——Casts and models might be obtained at a small expense, *Jerrard,* ii. 6820.——*See* also *Arts. Models. Paoletti.*

Cathechism. Opinion relative to the mode in which the catechism should be taught, *Mayo,* i. 5868*–5872*.——*See* also *Catholic Catechisms.*

Catholic Bishops. Catholic bishop has lately established a school, *Bryce,* i. 1043——Particulars relative to their mode of election, *Bullen,* i. 3874–3882.

Catholic Catechisms. They were not allowed to be taught in the Kildare-place schools, *Macnamara,* i. 4285.

Catholic Clergy. Superiority of the Latin prose compositions of young men intended for the Catholic priesthood, *Bryce,* i. 23——Feeling in favour of the Belfast institution, *Porter,* i. 741–745——Would approve of an institution in Cork under the board and a local committee; but would object to religious instruction being taught therein, *Macnamara,* i. 4407–4410.

Catholic Colleges in England. Names of institutions for Catholic collegiate education in England; nature of the education pursued therein; division of the day for study, *Wiseman*, ii. 6511–6520——Division of the course of education adopted in the English Catholic colleges, *Wiseman*, ii. 6531–6534——Funds by which the colleges are supported; annual expense of a student; salaries of professors; desire to adopt improvements in education, *Wiseman*, ii. 6569–6572.

Catholic Emancipation Act. In what manner this Act gives encouragement to endeavouring to overcome the prejudices against a system of national education, *Simpson*, i. 3343.

Catholic Endowments. Suggested alterations for trustees of Catholic endowments, *D'Alton*, i. 814.

Catholic Schools. Nature of their endowments, and extent to which they have been held valid in courts of equity, *D'Alton*, i. 805–817.

Catholics. There are but few Catholics attend the college branch in the Belfast Institution their feelings are in favour of it, *Porter*, i. 741–745——They are eligible as professors in the Belfast Institution, but the ecclesiastical bodies with which the institution is connected might object to their appointment, *Bryce*, i. 1173–1178——Whether they could be appointed commissioners of education, *Kyle*, i. 1826–1833——Children of the lower orders of, would attend the Edinburgh Infant School if the school fees could be afforded, *Simpson*, i. 2560——Splended instances of their endowing and erecting schools, and placing them under the superintendence of the board, *Bryce*, i. 1043, *Macnamara*, i. 4313.

Catholics and Protestants. Opinion as regards Ireland relative to Catholics and Protestants attending the same place of education up to a certain period, particularly with regard to those intended for holy orders; impracticability of that system being applied to boarding in an university, *Wiseman*, ii. 6019–6025——Mode adopted in the Scotch schools as to Catholics being educated in the same schools with Protestants, *Knight*, i. 5192–5205——Extent to which there has been an approximation of kindly feeling between them on all matters except religion, *Wiseman*, ii. 6410——Unfriendly feeling between them is diminishing in Switzerland, *Bowring*, ii. 5814–5820——Associating them together for the purposes of education would be the best means of removing religious rancour, *O'Brien*, ii. 6604.——*See* also *Mechanics Institutes*, 3.

Cavan School. Reason the visitation of this school did not take place, *Quin*, i. 1384–1391, *Kyle*, i. 1846–1848——State of funds and endowment, *Quin*, i. 1497. 1521–1523——Existing state of the shool at Cavan, and emoluments of the master, *Quin*, i. 1527–1532——State of the Cavan school-house, and particulars as to its erection, *Quin*, i. 1537–1551——Increase in the number of scholars; salary of master, *Quin*, i. 1558–1565.

Certificates of Education. If they were granted more students would attend the Belfast Institution, *Porter*, i. 569, 570——They should be granted to those attending elementary schools at any age for the purpose of removing disabilities incurred by the want of education, *Simpson*, i. 2647–2650.——*See* also *Brévet de Capacité*.

Chalmers, of Scotland. His eloquence overpowers the feelings to a degree which the orations of ancient orators could not effect, *Simpson*, i. 3222.

Chalmers', Mr., *School near Edinburgh.* Extent to which proposed system of education is carried on therein, *Simpson*, i. 3019——Physical science taught therein; superior arrangements of his establishment, *Reid*, i. 4758, 4759.

Chamber of Commerce, Limerick. Extent of the library there, and how far it interferes with that of Limerick Institution, *O'Brien*, ii. 6632.

Chambers, Messrs. Advantage to the public of their cheap school publications, *Simpson*, i. 2742. 2876–2880.

Channing, of America. His eloquence more overpowering to the feelings than that of ancient orators, *Simpson*, i. 3222.

Charitable Bequests. See *Bequests for Charitable Purposes.*

Charitable Funds. Tabular digest of charitable funds designed for education in Ireland, arranged according to the respective counties, as referred to in the evidence of John D'Alton, and compiled from his manuscripts on Irish Statistics, *App. p.* 535.

Charitable Institutions. Description of charitable institutions for education in Rome, *Wiseman*, ii. 6108–6137.

Charter Schools. Circumstances connected with their first establishment, *D'Alton*, i. 840–843——Their funds and buildings should be made auxiliary to general education, *D'Alton* i. 843–849——Amount of their funds, *D'Alton*, i. 856, 857.

Cheam. Extent to which proposed system of education is carried on at Dr. Mayo's school at Cheam, *Simpson*, i. 3019——Course of instruction adopted in witness's establishment at Cheam, *Mayo*, i. 5811*–5827*.

Chemical Apparatus. Particulars by which apparatus sufficient for the use of elementary schools may be obtained at a very small expense, *Simpson*, i. 2741, *Reid*, i. 4641–4649——Schools and literary institutions should be provided therewith, *Reid*, i. 4673–4677.——*See* also *Lees, George.*

Chemistry. There is a class for chemistry in the Belfast Institution, *Hincks*, i. 249——It might be applied either to agriculture or manufactures, *Hincks*, i. 426, 427, *Porter*, i. 690–695——Extent to which chemistry is taught in Bristol College, *Jerrard*, ii. 6907–6910——Funds would not admit of chemical lectures being continued in the Templemoyle agricultural seminary; there has only recently been a chemical apparatus, *Ferguson*, i. 4565, 4566——Names of schools in Scotland where witness has introduced his system of practical chemistry, *Reid*, i. 4593–4602——Examination upon witness's elements of practical chemistry, *Reid*, i. 4603–4606——Extent of witness's establishment and apparatus, *Reid*, i. 4616, 4617——Necessity for witness's note-book containing the fundamental facts of the science, *Reid*, i. 4628——Is studied in the Collegio Romano with considerable attention, *Wiseman*, ii. 6049.
See also *Chemical Apparatus. Lectures on Chemistry. Manufactures. Physical Sciences.*

Chiswick. Particulars as to a reform school at Chiswick for girls, *Duppa*, ii. 6299–6313.

Cholera. Voluntary contributions in Edinburgh during the time of the cholera failed, *Simpson*, i. 2440.

Christian Brothers Society, Ireland. They give gratuitous education to males in Cork, *Bullen*, i. 3981——Names of their schools, *Bullen*, i. 3982——This society furnishes some of the teachers to the schools in Ireland, *Blake*, i. 4106——Objection to their mode of training, *Blake*, i. 4107——Schools not under the Board are sometimes supplied with books by this society, who have the best kind of books at the lowest prices, *Macnamara*, i. 4367——Majority of persons educated by them considered by that society as more peaceable, sober and industrious than the rest of the community, *Macnamara*, i. 4375——Effect of the education given by the Christian Brothers on pupils in after life, *Macnamara*, i. 4375–4377——Description of their school at Limerick for the education of the poorer classes, *O'Brien*, ii. 6595——There is a French order in Rome, similar to this, who devote themselves exclusively to the education of the poor, *Wiseman*, ii. 5913.

Christian Charity. General lesson inculcating Christian charity agreed to by both Protestants and Roman-catholics, and hung up in every school belonging to the board in Ireland, *Blake*, i. 4253, 4254.

Chronology. Is taught as an accessary to history in the Belfast Institution, *Hincks*, i. 364.

Church Property. Fear of injury to the church property causes the Dublin University to prevent access to ancient manuscript documents, *D'Alton*, i. 887.

Circular Road, Dublin. Examination relative to the charitable institutions for education therein, *Osler*, i. 2684–2704.

Circus-Place School, Edinburgh. This school adduced as a proof that male instruction is better than female, *Simpson*, i. 2389, 2390——Extent to which proposed system of education is carried on therein, *Simpson*, i. 3019.

Cities, Scotland. The great cities of Scotland have from their increase outgrown the original endowments of their schools; the deficiency has been made up chiefly by subscription, voluntary or proprietary schools, *Knight*, i. 5013.

Citizenship. Rights of citizenship depend on educational certificates in Switzerland, *Bowring*, ii. 5674–5677.

Civil Engineering. It is one of the branches to which the minds of young men are being directed in the Cork Institution, *Bullen*, i. 3750.

Civita Vechia. Lines over the gate of, are equally Italian and Latin, *Wiseman*, ii. 5952.

Clare County. The county of Clare not bound to contribute to the erection of a schoolhouse in Limerick, *Quin*, i. 1441–1443.

Class Roll. Class roll of an Irish national school, *Blake*, i. 4125, *p.* 359.

Classes of Study. Parents should have the power of selecting the course of education for their children, but a prescribed course should be recommended by the school, *Bryce*, i. 1012, *Kyle*, i. 2217–2220, *Reid*, i. 4754——List of classes in the college and school department of the Belfast Institution, and amount of fees paid for each, *Porter*, i. 521——Cause of the increase in different classes, *Porter*, i. 560, 561——Those classes are best attended in the Belfast Academy, which teach things most generally required, *Bryce*, i. 1019, 1020——Mode of arranging classes, and course of study, in collegiate institutions, *Bullen*, i. 3912–3914.

Classes of Society, Rome. The highest and lowest orders in Rome are considered to be more moral than the middling class, *Wiseman*, ii. 6460.
See also *Aristocracy. Association of Children. Lower Classes. Middle Classes. Upper Classes.*

Classics. Are inaccurately learnt at schools, *Bryce*, i. 20——Works that young pupils should be restricted to, *Hincks*, i. 187——Classics do not form a prominent part in the university course, but form too prominent a part in the schools, *Hincks*, i. 203——Tendency of classical education to give undue weight to the aristocracy, *Simpson*, i. 3192–3195——Advantages and disadvantages of a classical education, *Simpson*, i. 3192–3228——Expurgated editions of the classics are getting more into use in schools; manner in which the effect of the false morality of the classics is counteracted at Cheam, *Mayo*, i. 5943*–5948*——The classics are taught by means of extracts, *Mayo*, i. 5949*, 5950*——Age at which in the study of ancient or modern languages it would be desirable to place writers in chronological order before the pupils, *Mayo*, i. 5953*–5956*——Almost impossible for a person to be a good classical scholar, and at the same time a profoundly scientific man, *Wiseman*, ii. 6526——Sketch of the instruction in the classics pursued at Bristol, *Jerrard*, ii. 6796.

See also *Ages. Arts. Languages. Physical Sciences.*

Classics and Mathematics. At Haileybury the best classical men are the best mathematicians, not so at Cambridge, *Jones*, i. 5634*, 5635*.

Clementino. This flourishing and very large establishment was suppressed by Leo. X, but has lately been re-opened, *Wiseman*, ii. 6087.

Clergymen. No restriction against masters of royal schools holding livings, *Kyle*, i. 2212–2214——It would be injurious that teachers should be clergymen, *Simpson*, i. 2893–2898——How far objectionable to bring clergymen of different sects together as professors in an institution; they should not exercise functions as clergymen, *Bullen*, i. 3907–3911——Necessity for ministers of religion teaching religion to those of their own persuasion, *Simpson*, i. 3160–3164——Opinion relative to religious instruction being given by clergymen or schoolmasters, *Knight*, i. 5178–5191——They should be visitors of the schools, though not members of the local committee, *Blake*, i. 3612, 3613——Unsuccessful application to the Irish Board for aid, in consequence of the opposition of a Protestant vicar, *Macnamara*, i. 4390——Many young men in Scotland, after completing their own education, become schoolmasters previous to becoming ordained clergymen, *Knight*, i. 4973–4977——In smaller burghs the ministers act along with the magistrates in the management of schools; in the larger the clergy are called in to visit the schools, *Knight*, i. 5009——The Protestant clergyman at Rome has pupils in his house, to whom he teaches the Protestant religion, and he is not interfered with by the Papal Government, *Wiseman*, ii. 5995——Part taken by them in the appointment of schoolmaster in Switzerland, *Bowring*, ii. 5752, 5753. 5761–5764.

See also *Catholic Clergy. Diocesan Schools.*

Clogher, Barony of. Number of acres set out for the maintenance of a school in the barony of, *D'Alton*, i. 829.

Clongowes School. Manner in which this school is supported, *D'Alton*, i. 809, 810.

Cloth Manufacture. Excellent manner in which it is conducted at the school of San Michele at Rome, *Wiseman*, ii. 6131.

Colebrooke House, Islington. Opinion in favour of the education pursued in this establishment under the Rev. Mr. Simpson, *Simpson*, i. 3020.

Coliseum. Expensive model of in Rome; sum asked for it, *Wiseman*, ii. 6557.

Collections. See *Museums.*

College Sessions. Period of the sessions of the college in the Belfast Institution should be extended to allow the professors to deliver their full course of lectures, *Porter*, i. 623–626. 751.

Colleges, Roman. Their constitution and duties, and extent to which they consist of laymen, *Wiseman*, ii. 5888. 5889——Number and names of colleges in Rome for collegiate education; in what manner supported, *Wiseman*, ii. 6012–6016——Nature of the endowments and funds of the different Roman colleges, *Wiseman*, ii. 6027, 6028——Mode of lecturing and nature of examinations in the Roman colleges, *Wiseman*, ii. 6451–6454——Particulars relative to the several colleges in Rome for the education of strangers; number of pupils, and in what manner supported, *Wiseman*, ii. 6355–6362.

See also *Catholic Colleges. Universities.*

Collegiate Honours. See *Degrees.*

Collegiate Institutions. Opinion relative to the proprietors founding a collegiate institution, and afterwards giving the election of professors and management of the institution to a *senatus academicus*, *Bullen*, i. 3855–3858——Opinion upon Government building the institution and furnishing the materiel, and the province being assessed for repairs and general maintenance, *Bullen*, i. 3859–3867. 4012–4020——Advisable for Government to found them, independent of the Cork institution; that institution might offer its property as a means of inducement, *Bullen*, i. 4032.

See also *the several Collegiate Institutions under their respective Names.*

Collegio dei Nobili. Is administered by Jesuits; number of pupils, *Wiseman,* ii. 6087.

Collegio Ghislieri. Number of students therein who may be persons of a lower class, *Wiseman,* ii. 6087.

Collegio Nazzareno. In what manner directed; number of students, *Wiseman,* ii. 6087——They have as elegant classical scholars as are to be found in Europe, *Wiseman,* ii. 6100.

Colonial Slavery Act. The passing this Act gives encouragement for endeavouring to overcome the difficulties against a system of national education, *Simpson,* i. 3343.

Colonization. Plan of colonization might be tried with intelligent boys after the age of fourteen, *Simpson,* i. 2302–2306.

Commandments. Manner in which the objections of the Roman-catholics to the division of the Commandments have been obviated in the Irish schools, *Blake,* i. 4249.

Commercial Education. Improvement in commercial education in Switzerland, *Bowring,* ii. 5590–5594.

Commercial School. Course of instruction in this school, in the Belfast Academical Institution, *Hincks,* i. 249.

Commissioners of Education. Constitution of the Commissioners of Education under Act 53 Geo. 3, *Quin,* i. 1349–1354——Difficulty of procuring the attendance of commissioners from the necessity of the attendance of a commissioner in right of office, *Quin,* i. 1355–1358——Their attendance should not be necessary, *Quin,* i. 1706——More desirable to correct the evil arising from the non-attendance of commissioners than to unite the two Boards of Education, *Quin,* i. 1359–1363——Schools that were placed under the Board of Commissioners by the Act of 53 Geo. 3, *Quin,* i. 1398——Points of amendment suggested in the constitution of the commission, *Quin,* i. 1705–1707——Of whom they consist; period of their meetings, &c., *Kyle,* i. 1772–1787. 1804–1811——Expense of the commission, *Kyle,* i. 1812–1816——Opinion relative to possibility of Catholics being appointed, *Kyle,* i. 1827–1833.——*See* also *Payment of Commissioners.*

Commissioners of the Board of Irish Education. Objection to the nomination of the commissioners by the board, or by popular election, *Blake,* i. 3377–3379——Members of the board should be limited to the number of the present board, *Blake,* i. 3411——In the event of a minister of public instruction being appointed, and two paid commissioners, the other commissioners would be merely honorary members, *Blake,* i. 3412.

Commissioners of a Board of National Education. Necessity for having persons of rank and station thereon, who would not take payment, *Blake,* i. 3369.

Committees. Objection to a paid committee of a board for transacting ordinary business, *Blake,* i. 3413. 3417.

Common Council, London. Extract from their proceedings of 2d June 1624, relative to Derry school, *Ferguson,* i. 4460-4467.

Communes. Property of the communes in Switzerland is under the control of the magistracy, *Bowring,* ii. 5851——Their average population in Rome, Tuscany and Naples, *Wiseman,* ii. 5886, 5887.

Commune Councils. Mode of electing them in Italy; their duties as regards the superintendence of education, *Wiseman,* ii. 5870–5887.

Commune Schools. Manner in which they are established and supported in Rome, *Wiseman,* ii. 5869, 5870.

Composition. Extent to which composition is cultivated in the several schools belonging to the Dublin University, *Hincks,* i. 404–410——English composition is more extensively pursued than Latin and Greek in the Belfast Institution, *Porter,* i. 647——Voluntary composition is encouraged by the teachers, and is getting more common than formerly, *Porter,* i. 647, 648——Nature of English composition taught in the Belfast Academy, *Bryce,* i. 1071–1073——Extent to which composition is taught at Cheam, *Mayo,* i. 5906*, 5907*. 6121*–6129*.

See also *English Composition. Greek and Latin Composition.*

Compulsory Education. Extent to which the Legislature should interfere with the labour of children, in order to compel their attendance at school, *Simpson,* i. 2618–2635. 3012, 3013——Opinion in favour of compulsory education for the lower orders; mode of compulsion to be adopted, *Simpson,* i. 2589–2617. 2636–2664, *Muggeridge,* i. 5427–5437——Parents might not object to education being compulsory if they were left to the choice of it, *Saunders,* i. 5051–5053——The hostility thereto would be removed as its advantages became apparent, *Saunders,* i. 5090——Objections to a compulsory system of education, *Rickards,* i. 5362–5371——It would not be required when good teachers established, *Bryce,* i. 1304–1306——The thirst for education in Ireland will obviate the necessity of compulsion, though it might be necessary if that thirst did not exist, *O'Brien,* ii. 6611, 6612——Part of education that is considered obligatory in Scotland, *Knight,*

Compulsory Education—continued.

Knight, i. 5100——How far education is obligatory in Switzerland, *Bowring*, ii. 5595-5602——Mode by which it is enforced in Switzerland, *Bowring*, ii. 5643-5649. 5681——Children receiving domestic education, or education in the higher schools, would not be compelled to attend the elementary schools, *Bowring*, ii. 5693-5702.

See also *Acts of Parliament. Liberty of the Subject. New England. Offices.*

Conferences of Teachers. Advantages of periodical conferences of teachers as in use in America, *Blake*, i. 3384, 3385.

Congregazione dei Studj. Constitution and powers of this body for the superintendence of education in Rome, *Wiseman*, ii. 5864-5867. 5888, 5889.

Connaught. A provincial collegiate institution is desirable in Connaught; the site must be determined by local inquiry, *Blake*, i. 4220, 4221.

Consolidated Fund. Advantage of the Irish Board being made a charge upon the Consolidated Fund, *Blake*, i. 3512-3518.

Construing. Mode adopted with regard to construing in lectures at Bristol College, *Jerrard*, ii. 6796.

Consuls. Means taken in the Belfast Institution for educating young men as consuls, *Porter*, i. 583-585.

Contempt. Treating pupils with contempt objected to, unless the crime very disgraceful, *Hincks*, i. 460.

Convents. Females of the middle classes in Rome are mostly educated in convents, *Wiseman*, ii. 6004.

Cork. No objection to the erection of a provincial collegiate institution in Cork, *Blake*, i. 4219——Institutions in Cork similar to the Belfast Institution would be extensively frequented; contributions would be made if Government assisted, *Macnamara*, i. 4405-4407.——*See* also *Mechanics' Institutes*, 2.

Cork Library. Is much frequented, *Bullen*, i. 3718, 3719.

Cork Mechanics' Institute. Constitution of; amount of subscriptions; lectures, and number of pupils; description of studies, *Bullen*, i. 3989-4001.

Cork Royal Institution. Reason of the failure of this institution, *Bryce*, i. 1294, 1295——Memorial of the proprietors to the Chancellor of the Exchequer in 1830, relative to the formation of a collegiate institution, and answer of the Chief Secretary; and examination thereon, *Bullen*, i. 3647-3650——Memorial to the Marquis of Anglesey, and result, *Bullen*, i. 3652-3654——Particulars relative to the formation thereof; the eventual withdrawal of the Parliamentary grant, and unsuccessful attempts to get the institutions formed into a collegiate institution, *Bullen*, i. 3622-3717——If the institution formed into a collegiate institution, with power relative to degrees, it would be numerously frequented, *Bullen*, i. 3787-3791——The whole property of the institution should be assigned to the Central Board of Education to be applied to the purposes of education, *Bullen*, i. 3824——Particulars relative to the administration of the affairs of the institution by means of a board of management, *Bullen*, i. 3825-3831.

Corporal Punishment. Arguments against its use, *Hincks*, i. 445-465, *Jerrard*, ii. 6871-6894——Is a thing of very rare occurrence in educational establishments in Rome and Italy, *Wiseman*, ii. 6008. 6102-6104——Is abolished in English Catholic seminaries, *Wiseman*, ii. 6578.——*See* also *Maternal Education.*

Council of the Bristol College. Powers of the council; their mode of election and meetings, *Jerrard*, ii. 6650-6661.

Council of the Congregazione, Rome. Power of the council to displace schoolmasters when necessary, *Wiseman*, ii. 5901-5912.

Councils, Proprietary. Proprietary councils not the best judges of a system of education; manner in which they might interfere with the plan of a principal, *Jerrard*, ii. 6678-6695——Proposed limitation of control on the part of the council, *Jerrard*, ii. 6701.

County Histories. It is to be lamented that trigonometrical surveys are not accompanied with intelligent county histories, *D'Alton*, i. 902.

Courts of Justice, Rome. Proclamations and decisions of courts of justice are printed and affixed at the corner of streets, and read by all down to the lowest class, *Wiseman*, ii. 6456-6458——Most of the courts of justice in Rome are open to the public, *Wiseman*, ii. 6459.

Covenanters. In the days of the Covenanters in Scotland they used to hear sermons upon the hill side, *Simpson*, i. 3018.

Crime. Tendency of proper education to diminish crime, and pay its own expenses by diminishing the outlay for the punishment of criminals, *Simpson*, i. 2413. 3338, *Rickards*, i. 5387——Education has diminished the virulence of crime, *Reid*, i. 4875, 4876, *Bowring*, ii. 5558. 5585–5587——The Roman government consider that education is the best preventive of crime, *Wiseman*, ii. 6119. 6142——Crimes against property are very rare in Rome, *Wiseman*, ii. 6473, 6474.

Critical Questions. Nature of them as adopted in the Bristol College, *Jerrard*, ii. 6796.

Critical Studies. The complaint that critical studies are neglected for ancillary, is not confined to Ireland, *Bryce*, i. 1306.

Crown Patronage. Extent thereof, with regard to professorships in Scotch universities, *Bryce*, i. 113.

Cunningham, Mr., Academy of, Edinburgh. Extent to which proposed system of education is taught therein, *Simpson*, i. 3019.

Custom House, Cork. Rent paid for it by the Cork Institution; how far the building is applicable to the purposes of the institution, *Bullen*, i. 3656–3668.

Custom Houses. Failure of attempt to establish them in Switzerland, *Bowring*, ii. 5591.

Cuvier, Baron. See *Aggregès.*

D.

D'Alton, John. (Analysis of his Evidence, i.)—There has been a great deal of concealment from the Board of Commissioners of Charitable Bequests of the extent of those bequests in Ireland, 778——Proceedings by bill in equity to recover mis-appropriated bequests by the board, have in some cases caused the legal expenses to be more than the amount of the original bequest, 779–786——Advisable to place charitable bequests under one board, acting on a regular prescribed system, to appropriate the funds in the channels best adapted to convey them, with power to consolidate small charities, 787–796——Names of the different educational institutions, and manner in which they should be classed, 797——Origin of Royal schools; periods when established, and in what places; objects of the institutions, 798–801——Lands intended to be appropriated to these schools are, with one exception, vested in the trustees of the schools; but there are doubts whether the rentals are fairly appropriated to the objects of the foundations, 802, 803——Examination upon a tabular statement, and index, of funds intended to be applied to education in Ireland, 804.

Lands belonging to the schools have in some instances been leased to the prejudice of the charities, 807——Endowments in trust for charitable objects for Catholic education should be vested in bodies having legal succession; the present trustees, being the titular prelate and Catholic clergy, are not sanctioned as trustees in law, 814——Instances have occurred where bequests for the endowment of Roman-catholic schools have been held good in courts of equity, 815–817——Institution of diocesan schools under the Act 12 Eliz.; dioceses in which they have never been established, 821–828——Provision made for the establishment of diocesan schools on the settlement of Ulster, 829——On the plantation of Ulster the London Companies were bound to have a free school in every county of their settlement, and to endow it with lands, 830——Nature of the endowment granted to the diocesan schools, 831, 832——Parochial schools founded by Act 28 Hen. 8, c. 15, and further enforced by Act 7 Will. 3, but established in very few instances, 833–839——Circumstances connected with the first establishment of charter schools; they were not originally intended to be sectarian, though they afterwards became so; their funds are misapplied, 840–843.

The incorporated charter society professes to regulate the remaining charter schools, 844, 845——Desirable that the buildings belonging to the charter schools which are now going to ruin, should be made auxiliary to general education, 846–849——Suggestions for the establishment of a board with provincial and parochial schools distributed through the country, and simplified to one system, 850——Legislative interference would be necessary to effect it, from the opposition that would be given by the charter schools, 852–855——Amount of funds of the charter schools, 856, 857——It is possible that a compromise might be effected between the Board of Education and those schools, 858, 859——Difficulties would not arise with regard to the Diocesan and Royal schools, 860, 861——The clergy should be called upon to establish the schools pursuant to the original statute, 862–864——Course of education recommended in the proposed provincial schools, 865–868——Advantages of opening new outlets of intelligence, if arts, manufactures and industrious habits are introduced with education, 869–871.

Present constitution of the bar shows that a previous course of education is not requisite; more being learnt frequently in a short time after the party is called to the bar, than by years of unpractised and often ill-directed reading in their chambers, 872–875——Constitution and laws of the land ought to be taught, and there would not long be wanting an unexceptionable class-book, 876–879——Cause of the imperfections of Irish history, 880, 881——There are few countries which have more satisfactory ancient documents

763

D'Alton, John. (Analysis of his Evidence, i.)—*continued.*
documents than Ireland could exhibit; reason of their being concealed, 882–888——Ineffectual means that have been taken to establish a professor of Irish history in the Dublin University, 891——Study of Irish history would lessen the antipathy to England, 893——There is not much knowledge of statistics in Ireland, 894——Political economy not being studied is a serious omission in the course of education for the middle and upper classes; it could be easily supplied, and would be cheerfully received, 895–897——Necessity for the study of natural history, 898, 899——Surveying should be embraced in a course of general education, 902.

The manner in which agricultural instruction should be transfused through every part of education, 903, 904——There would be no difficulty in obtaining teachers for agricultural instruction, 905–911——Among the mercantile and mechanical classes, the course of study should be suited to the line of life, 912, 913——Manner in which parochial lending libraries might be formed, and estimated expense, 914–919——Consolidated funds that would be applicable for maintaining parochial and provincial schools, 920——Expense of buildings should be defrayed by public grant, and the annual income subdivided according to the wants of the localities, 921——Reasons why assessments are preferable to subscriptions, 922–928——Grand jury system, if amended, might be made an available machinery in the establishment of schools, 929–931——The Board of Education should have the general superintendence; suggestions as to itinerant inspectors of schools, 932–945.

Daly's Club. This is the only room in Cork where Parliamentary Papers can be seen, *Bullen*, i. 3845.

Davies, John Ebenezer. (Analysis of his Evidence.)—Secretary to the Irish Society, 326——Extracts relative to the books of the society, relative to the subscriptions to the society, and the management thereof, 327–329.

Dead Languages. See *Languages*, 1.

Deaf and Dumb School. Anecdote of Pope Leo XII. on his visit to this institution at Rome, *Wiseman*, ii. 6120.

Debating Societies. Are not recommended, from making the speakers contented with superficial instead of real knowledge, *Bryce*, i. 1084–1089.

De Fellenberg. See *Fellenberg*, Mon. *De.*

Degrees. Degrees or diplomas similar to medical degrees should be given to teachers by proposed universities, *Bryce*, i. 1261——Proposed mode of granting degrees by a board, and by universities, *Bryce*, i. 1271–1277——Evidence against the Cork Institution conferring collegiate honours, *Bullen*, i. 3812–3814——Value of degrees in the Collegio Romano, *Wiseman*, ii. 6051–6059——The difficulty of travelling in Rome would prevent there being but one board for granting degrees from all colleges, *Wiseman*, ii. 6448, 6449.
See also *Medical Degrees.*

Deists. How far Deism would be a ground of disqualification for office under the Irish Board, *Blake*, i. 3446.

Denmark. Plan of making Government officers undergo a certain course of examination is adopted in Denmark, and extends to officers of customs, *Knight*, i. 4997——Prosperity of all classes from the diffusion of education, even though under a monarchial government, *Bowring*, ii. 5557.

Den's Theology. There are not above two copies at Rome; it is considered an obscure work, *Wiseman*, ii. 6382–6385.

Derby. See *Mechanics' Institutes.*

Detention from Play. Sometimes used as a punishment in the Belfast Institution, but acts as a punishment on the teacher as well, *Hincks*, i. 455, 456.

Dictation. It is now completely abolished through the whole of Roman education, *Wiseman*, ii. 6451–6454.

Didactics. It would be advantageous to establish professorships of didactics in the universities, *Simpson*, i. 2746. 3081, 3082——The attendance on which would obviate any exclusive character that might be given to learning in a normal school, *Simpson*, i. 3084–3089.

Diocesan Schools. Education therein is classical, with a view to entrance into Dublin College, *Bryce*, i. 8–10——They have ceased to be free schools; the masters receive salaries, *D'Alton*, i. 823——On whom the expense of their inspection would fall, *Quin*, i. 1395——Number in actual operation, *Quin*, i. 1415——How far there is an impression that they are exclusively Protestant, *Quin*, i. 1475–1483——Institution of diocesan schools under the Act 12 Eliz.: dioceses in which they have never been established, *D'Alton*, i. 821 828——Nature of the endowment granted to the diocesan schools, *D'Alton*, i. 831, 832——The clergy should be called upon to establish the diocesan schools pursuant to the original statute, *D'Alton*, i. 862–864——Masters cannot get paid by the clergy, they receiving nothing from their livings, *Kyle*, i. 2250–2256. 2263——Names of schools consolidated under Act 53 Geo. 3, which relieved the clergy from the support of separate

Diocesan Schools—cntinued.
schoolmasters, though the contribution was altogether heavier, *Quin*, i. 1368–1374——Power should be given, enabling a master who had laid out money on a house to charge his successor, *Quin*, i. 1708——Administration and course of instruction in, *App.* i. *p.* 559.——*See* also *Acts of Parliament.*

Diocesan and Royal Schools. They are all capable of improvement, *Hincks*, i. 160——Views of the Commissioners of Education Inquiry, relative to diocesan and royal schools in Ireland, are expressed in their Report, *Blake*, i. 4198–4200——Course of education in the diocesan and royal schools; there is no literary or religious qualification necessary for admission, *Quin*, i. 1464–1469——Whether the commissioners have the power of interfering with the course of instruction in the diocesan and royal schools; if they have, they have never exercised it, *Quin*, i. 1487–1489——Objection to any arrangement that would alter the character of these schools by mixing the children of the middle and lower orders with those of the higher, *Quin*, i. 1737–1754.

Discharge of Factory Children. Factory children in country districts discharged who are required to attend school; in some cases from the want of means of sending them, *Saunders*, i. 5036, *Rickards*, i. 5301, *Muggeridge*, i. 5423.

Discipline of Educational Institutions. Code of laws for the discipline of the college should be determined by the central board, to whom periodical reports should be made by the *senatus academicus*, *Bullen*, i. 3919–3925. 4026, 4027——Regulations as to, in the royal schools, *Kyle*, i. 2145–2148——Discipline of the Haileybury College perfectly obeyed; course adopted to insure activity of mind and severity of study, *Jones*, i. 5642*–5647*. 5722*–5727*——Mode by which strict discipline is maintained in the Bristol College by appeals to the higher feelings, *Jerrard*, ii. 6866–6894——Mode of enforcing it at Hackney-wick, *Duppa*, ii. 6206–6209.
See also *Moral Education. Rewards and Punishments. Punishments.*

Dissenters. Reasons for allowing Dissenters to enter into fair competition for honours in the universities, *Jerrard*, ii. 6724, 6725——Objections by the high Church party to Dissenters being in the Bristol College, *Jerrard*, ii. 6744–6761.

Dissenting Clergy. No objection to their being members of local committees, *Simpson*, i. 2941.

District Academies. Suggestions for district academies for conducting education after the age of fourteen, *Simpson*, i. 3249–3252——Districts should be under the inspection of the Education Board, *Simpson*, i. 3298, 3299.

Divinity Professorship. Opportunities in the Belfast Institution for the foundation of one, *Porter*, i. 617–619.

Division of Labour. In proposed colleges the principle of division of labour should be introduced, *Bryce*, i. 140–149. 1261.

Domestic Economy. Menial duties have not formed a sufficiently important portion of the education of the lower orders, either male or female, but more particularly the latter, *Macnamara*, i. 4377–4381——Are not taught in the Templemoyle Agricultural Seminary, *Ferguson*, i. 4563——Improvement therein in Switzerland from education, *Bowring*, ii. 5567.

Domestic Habits. They should be maintained by removing the pupil as small a distance as possible from home, *Simpson*, i. 3188.

Donation of Constantine. Its authenticity relative to the temporal power of the Pope has been surrendered by all, *Wiseman*, ii. 6402.

Donegal School. Number of acres set out for the establishment of a free school therein on the settlement of Ulster in 1608, *D'Alton*, i. 829.

Douglas, Sir *James.* His assistance to the Limerick Literary and Scientific Institution by giving a description of his campaigns, *O'Brien*, ii. 6613.

Douay College, France. All the English Catholic colleges spring out of that of Douay, in France, and have all maintained the same organization, *Wiseman*, ii. 6515.

Down and Dromore Diocesan Schools. The master of, called upon by the commissioners to resign, from his clerical duties interfering with his duties as master, *Quin*, i. 1535.

Downpatrick School. The scool-house built by grand jury presentment, *Quin*, i. 1346.

Downside College. Catholic college at Downside, about twelve miles from Bath, conducted by the Benedictines, *Wiseman*, ii. 6513.

Drapers' Company. Number of boys constantly kept by them at the Templemoyle Agricultural Seminary, *Ferguson*, i. 4509.

765

Drawing. Advantages of making drawing a necessary part of education, and facility with which it may be done, *Simpson*, i. 3022–3025, *Bullen*, i. 3996–3998, *Blake*, i. 4264, 4265, *Mayo*, i. 5963*–5965*, *Wiseman*, ii. 6568, *Jerrard*, ii. 6901–6903——Extent to which pupils advance in drawing in the Belfast Institution, *Hincks*, i. 253, 478–481, *Porter*, i. 527–529——The drawing class in the Belfast Academy is not very extensively attended, *Bryce*, i. 1009–1011. 1021–1023——Is made a portion of education in elementary schools in Cork at the request of parents, *Bullen*, i. 3751——It has not been introduced formally as a branch of education in the Edinburgh High School, *Reid*, i. 4716——Advantage of its introduction into academical studies, *Knight*, i. 5522, 5523——Advantages of its application in De Fellenberg's schools, *Duppa*, ii. 6182–6190.

Dublin. See *Circular Road*, Dublin.

Dublin University. See *Trinity College*, Dublin.

Duff, Mr. His eloquent speech to the Church Assembly, showing the cause of the failure of his mission to India, *Simpson*, i. 3153.

Dungannon Royal School. Attention paid therein to science and classics, *Hincks*, i. 161——Difference between the amount of the endowment and the salaries of the masters, and in what manner appropriated, *Quin*, i. 1497. 1504, 1505.

Dungannon School. Particulars relative thereto, *Quin*, i. 1633–1645.

Duppa, Baldwin Francis. (Analysis of his Evidence, ii.)—Nature of the instruction given in agricultural schools, 6145–6148——Division of the day between agricultural and mechanical labour and study, 6149–6154——Difficulty of finding a master capable of undertaking the duties of both master and gardener, 6155–6159——Superintendence of the master over agricultural labour; the boys work in bands, 6160–6165——Particulars of the practical working of M. De Fellenberg's schools at Howfyl and Maykirch, 6166–6173——Nature of the remuneration received by boys in Switzerland and England from the produce of their gardens, 6174–6178——Advantages of drawing; application of in De Fellenberg's schools, 6182–6190——Advantages of singing; English boys have not so much taste for it as others, 6191–6198.

Hours of instruction in Switzerland, Hackney-wick and Ealing, 6199–6201——Mode of enforcing discipline, 6206–6209——Advantages of the agricultural system over the usual elementary system, 6210–6215——Advantages of the allotment system, combined with that of the agricultural, over the old poor law system, 6216–6220——The agricultural system produces a strict regard to the rights of property, 6221–6226——Advantage of the system as bearing upon the moral, intellectual and physical powers, 6227, 6228——M. De Fellenberg's experience of the advantages of the system, 6229–6233——Advantages of the agricultural system as regards moral training, 6241–6246——Advantages, in an intellectual, moral and political point of view, if the agricultural and allotment system could be introduced into the manufacturing districts, 6247–6253.

Further particulars relative to the Reform school at Hackney-wick, and the advantages of the agricultural system pursued therein, 6257–6291——Advantage of such schools in districts where vice is supposed most to prevail, 6292–6294——Particulars as to a reform school at Chiswick for girls, 6299–6313——Mode of communicating religious instruction at Hackney-wick, 6314–6326——Agricultural system might be introduced with advantage into institutions of a higher character, 6331–6336——Examination upon the period of life at which languages and physical sciences should be learnt, 6338–6346——Advantage of attaching land to elementary schools, particularly as regards Ireland, 6347–6353.

E.

Ealing. Mechanics employed in this school to teach the boys, *Duppa*, ii. 6154——Boys cultivate gardens for their own advantage; are likewise employed for the institution itself, *Duppa*, ii. 6160——Also employed in paving and bricklaying in their school-house, *Duppa*, ii. 6164.

East India Company. Advantages of the plan adopted by the East India Company, of educating young men intended for their service, *Porter*, i. 586, 587.

Ecclesiastical Livings. Schools are sometimes held in conjunction with ecclesiastical livings, *Quin*, i. 1472–1474.

Ecclesiastical Seminaries. Nature of the instruction given therein in Rome, *Wiseman*, ii. 6034–6040.

Edinburgh. Its population, and proportion that aid charitable institutions, *Simpson*, i. 2439.——*See* also *Academy. High School. Infant School. Lancasterian School.*

Edinburgh Association. Advantage of establishments in the nature of the Edinburgh association for giving lectures to the working classes; manner in which they should be founded and supported, *Simpson*, i. 3304–3319.

Edinburgh Medical School. Was raised entirely by the disinterestedness of the town council, and their anxiety to find out the best men as teachers, *Bryce*, i. 116.

Edinburgh University. By whom professors elected or appointed, *Bryce*, i. 113.

Edmund's, St., *or Old Hall Green College.* An establishment situate near Ware for Catholic collegiate education; number of students therein, *Wiseman*, ii. 6512——They are mostly ecclesiastical students there, *Wiseman*, ii. 6567.

Education. Nature of education in the better Irish schools, and how far deficient, *Hincks*, i. 195——Mode proposed for the establishment of a general system of education in Ireland, and course of education to be pursued in the different establishments, *Bryce*, i. 1261–1270——Cause of witness's being led to consider the subject of education; number of celebrated educationists witness is intimate with; works written by them and him, *Simpson*, i. 2269–2278——Meaning of education, its divisions, *Simpson*, i. 2279–2281——There are no classes well educated as things are in this country, *Simpson*, i. 2343——Boys coming from the present academies and universities are unfit for the situations they are to occupy in after life, *Simpson*, i. 3236, 3237——Statement of the proposed system of education from birth to the age of 14, *Simpson*, i. 2954——Advantage of witness's system, *Simpson* i. 2957——Advantage of the proposed, over the present, system of education, for inculcating useful knowledge without impairing the faculties, *Simpson*, i. 2994–3003——Instruction should be communicated principally by the exposition of the master, *Simpson*, i. 3014–3018——Names of schools in Great Britain, Ireland and abroad where witness's system is to a certain extent adopted, *Simpson*, i. 3019——Names of educationists and educators who coincide with witness's propositions either wholly or partially, *Simpson*, i. 3349, 3350——Advantage to England and Scotland of part of the proposed plan being about to be adopted in Ireland, *Simpson*, i. 3348——General anxiety of the people in Ireland for the education of their children, *Macnamara*, i. 4290–4295——Advantages of establishing seminaries in different parts, *Bryce*, i. 1036–1038——Advantage of introducing arts, manufactures and industrious habits with education, *D'Alton*, i. 869–871——Advantage of education to the intellectual and moral habits of the population, which would be increased if a higher character of education were given, *Macnamara*, i. 4374–4375——Physical sciences and languages and literature should be studied in combination and in subordination to the particular profession for which the student is intended, *Reid*, i. 4817–4820——Society discovers the necessity for education, and slowly provides for its wants; its intellectual condition may be advanced a generation by means of government aid, *O'Brien* ii. 6617.

See also *Ages. Assessment. Association of Children. Board of National Education. Boarders. Books. Buildings. Certificates of Education. Classes of Study. Classics. Commissioners of Education. Compulsory Education. Drawing. Endowments. Females. Languages. Lectures. Legislation. Legislative Enactment. Local Committees. Manufacturing Districts. Mechanics. Mental Philosophy. Middle Classes. Minister of Public Instruction. Monitorial System. Moral Education. Museums. Music. National Education. Natural History. Normal Schools. Offices. Parents. Parochial Schools. Physical Sciences. Political Economy. Politics. Private Schools. Professors. Punishments. Reading and Writing. Religion. Religious Instruction. Rewards. Teachers. Voluntary Principle.*

Education Rate. See *Assessment.*

Educational Institutions. Names of the different educational institutions in Ireland, and manner in which they should be classed, *D'Alton*, i. 797——Evidence as to the power of control and superintendence of an institution founded by government and supported by local assessment, *Bryce*, i. 1170, 1171. 1292–1302——An academical institution not devoted to particular objects would be better near a large town, particularly if the pupils belonged to families resident there, *Jones*, i. 5741*–5743*.

See also *Academies. Buildings.*

Elective Franchise. Should be denied to those not qualified by education, *Simpson*, i. 2643.

Elementary Books. Those of the Irish Board have met with general approbation, and are supplied to the schools gratis, *Blake*, i. 4045, 4046.

Elementary Education. It should be suited to persons in all conditions, *Simpson*, i. 2294. 2298, 2299. 2349——£. 200,000 a year would amply provide for the elementary instruction of the people of Ireland, *Blake*, i. 3534——It is adequately provided for by private enterprize in the county and city of Cork, *Bullen*, i. 3815–3823——Nature of elementary education in Irish national schools, *Blake*, i. 4128–4131——Particulars as to the second grade of elementary education, *Mayo*, i. 6085*–6087*——Importance of government aiding a course of elementary instruction to embrace the lower orders, making arts of design and physical sciences an integral portion, *Reid*, i. 4856–4860.——*See* also *Ages.*

Elementary Schools. Similar plan to be adopted in elementary schools as adopted in universities, *Bryce*, i. 1269——Manner in which the division between elementary and higher schools would cease under good management, *Bryce*, i. 1270——There should be different grades of elementary schools, *Mayo*, i. 6041*–6045*——Intention in many elementary schools to introduce witness's system of practical chemistry, *Reid*, i. 4639–4640——Course of education in elementary schools in Switzerland, *Bowring*, ii. 5639–5642. 5715——Course of instruction therein in Scotland, *Knight*, i. 5092.——*See* also *Ages.*

Ellis's Exercise Book. Use of a key to this work prepared by witness, *Hincks*, i. 190, 191.

Elocution. Manner in which elocution is taught in the Belfast Academy, *Bryce*, i. 1075.

Eloquence. There is a more lofty and genuine eloquence in the orations of Chatham, Burke, Wilberforce, Canning, and more recent living authors, than in those of Cicero and Demosthenes, *Simpson*, i. 3222.

Emigration. Cessation of, from Switzerland, from the advantages of education, *Bowring*, ii. 5569.

Emulation. To what extent emulation should be encouraged, *Simpson*, i. 2320. 2321. 3035, *Knight*, i. 5136–5142.

Endowed Schools. Advantage of endowed schools in Scotland over others from the amount of fees being under the control of the patrons of the school, *Knight*, i. 5014.

Endowments. Objections to endowments for professors in the shape of fixed salaries, *Bryce*, i. 1182–1204——Opinion in favour of endowments in land over fixed money payments, *Bryce*, i. 1206–1208——Preference for annual Parliamentary grants over endowments in land, *Simpson*, i. 2495–2498——Whether endowments by land, or Parliamentary grant, the most beneficial, *Quin*, i. 1666, 1667, *Kyle*, i. 1919, 1920, *Knight*, i. 5289–5293——Opinion that endowments would not be required for schools for the lower classes, *Bryce*, i. 1261——Nature of endowments, showing those least objectionable, *Bryce*, i. 1306——In some cases they have been greatly abused in Ireland, *Blake*, i. 4224——If they were all accumulated they would not be nearly adequate to the support of a national system, *Simpson*, i. 2520——Private endowments might cause a competition with the national system, but it would be better that they should be merged into that system, *Simpson*, i. 2521.

See also *Assessment. Catholic Endowments. Parliamentary Grant. Royal Schools.*

Engineering. Manner in which that science should be encouraged, *Porter*, i. 571–575.

See also *Civil Engineering.*

English Chapel at Rome. The English chapel at Rome is as much under the protection of the law as any other; Protestant clergy preach there; the police send soldiers to the door every Sunday morning to keep order, *Wiseman*, ii. 5998.

English College at Rome. Number of students therein, *Wiseman*, ii. 6357——Origin of this college more ancient than any other; particulars relative to it, *Wiseman*, ii. 6358——The students are sent by the bishops from the colleges in England, for philosophical and theological studies, *Wiseman*, ii. 6363, 6364——Course of instruction therein, *Wiseman*, ii. 6365–6369.

English Composition. It is practised in some schools in Ireland, *Bryce*, i. 81——Plan adopted in the Bristol College with regard to it, *Jerrard*, ii. 6796, 6821–6824.

English Language. Extent to which attention is given to it in the royal and diocesan schools, *Bryce*, i. 77–79. 82–88. 1306——Mode adopted by witness at Cheam for teaching the English language, *Mayo*, i. 5898*–5900*.

English Schools, Belfast. Course of instruction in Belfast Academical Institution, *Hincks*, i. 249——In the Belfast Academy, *Bryce*, i. 1070

English Poetry. Attention of the pupils in the Belfast Institution is a good deal turned to English poetry, by way of illustration, while reading the Latin poets, *Hincks*, i. 400–403——Instance showing the manner in which the power of writing English poetry is impaired by Greek and Latin versification, *Jerrard*, ii. 6853.

Engraving. Manner in which it is caused to excite emulation at the school of San Michele at Rome, *Wiseman*, ii. 6125——Several of the most eminent engravers in Italy, and one or two in Paris, have come from that establishment, *Wiseman*, ii. 6133——Publication of engravings illustrative of zoology, botany, machinery, &c. would be a valuable addition to school requisites, *Blake*, i. 4191.

Ennis. No bookseller's shop in the town of, *Hincks*, i. 219.

Enniskillen School. Lands belonging to, were leased to the brother of the master at an inconsiderable rent, *D'Alton*, i. 807——Endowments of Enniskillen school, salaries of masters, and number of boys educated, *Quin*, i. 1497. 1508–1511. 1615–1632——Whether the surplus funds of the Enniskillen school could not be applied to the education of a greater number of boys, *Quin*, i. 1517, 1518——Accommodation afforded by the school-house at Enniskillen, *Quin*, i. 1524–1526——Particulars as to scholarships and exhibitions at, *Quin*, i. 1683–1698.

Ennis Tymon. Some persons who had formerly been pupils of the Christian Brothers Society were present at a fight at this place; accounted for by the society that they were there on the principle of clanship, *Macnamara*, i. 4375.

Epitome of Sacred History. The epitome of sacred histo ry introduced from France is use in some schools, *Hincks*, i. 184.

Equality of Education. See *Association of Children.*

Equity. The expense of proceedings in equity to recover misappropriated bequests have, in some cases, been greater than the amount of the original bequest, *D'Alton*, i. 779–786.

Eton. Witness's dislike to the monastic system of education adopted therein, *Simpson*, i. 3186.

Eton Grammar. The Eton grammar is much used in the better schools in the north of Ireland, *Hincks*, i. 168.

Etymology. Mode of teaching defective, *Bryce*, i. 82——Is not much attended to in schools generally in teaching Latin, *Hincks*, i. 183.

Euclid. The pupils in the diocesan and royal schools seldom go further than the first six books of Euclid, *Bryce*, i. 64.

European and Oriental Education, Haileybury. Nature of the courses of, *Jones*, i. 5568*–5585*. 5593*–5601*. 5636*–5639*.

Evening Schools. Are established in some cantons for the adult population, *Bowring*, ii. 5830, 5831.

Examination of Students. Nature of public examinations: advantages of them, and reasons why they cannot be carried to the fullest extent, *Hincks*, i. 467–473——Vivâ voce examit nations are better than written ones, except it is for the purpose of deciding a great prize, *Brice*, i. 1093, 1094——Public examinations would be objected to under the improved system, *Simpson*, i. 3053–3062—Proposed method of making periodical examinations in collegiate institutions, *Bullen*, i. 3935–3940——There is an annual public examination in addition to the weekly examinations in the Belfast Academy, *Bryce*, i. 1064——Nature thereof in the Roman colleges, *Wiseman*, ii. 6051–6059——Exertions used to pass examinations; nature of examinations; comparison with Trinity College, Cambridge, in favour of Haileybury; advantage of written over *vivâ voce* examinations, *Jones*, i. 5651*–5666*.

Examinations of Teachers. Objections to public examinations of masters, *Bryce*, i. 106–108——Desirable that under-masters should submit to an examination, *Bryce*, i. 110——An examination should take place previous to admission into normal schools, *Simpson*, i. 2760——And upon leaving, *Simpson*, i. 2776–2780——Sudden examinations not always a good criterion of a man's talents, *Jerrard*, ii. 6723.

Examinators. Proposed appointment of, under a system of national education, *Simpson*, i. 2666.

Examiners. See *Board of Examiners.*

Exchange of Land. The Commissioners have the power of acquiring sites for school-houses by exchange, *Quin*, i. 1611.

Exercise. Children when out of doors should always be in active exercise, *Simpson*, i. 3017.

Exercises. The use of them as a punishment should be abolished, *Hincks*, i. 458——Exercise books are occasionally used in the higher classes of the Bristol college, *Jerrard*, ii. 6796.

Exhibitions. Particulars as to exhibitions for the diocesan and royal schools in Trinity College, Dublin, *Quin*, i. 1505–1520, *Kyle*, i. 2206–2211——Exhibitions or bursaries might exist to a certain extent for the winners of prizes educated in proposed colleges, *Bryce*, i. 1261——The trustees of the Derry school have a small fund for exhibitions at the University, *Ferguson*, i. 4488, 4489——The exhibition is as a premium for successful scholarship, *Ferguson*, i. 4495, 4496.
See also *Agricultural Exhibitions. Scholarships.*

Ex-Officio Commissioners. Opinion against ex-officio members of a board, *Bryce*, i. 1153–1160, *Quin*, i. 1706, *Blake*, i. 3371–3373.

Ex-Officio Visitors. Names of the ex-officio visitors of the Belfast Academical Institution, *Porter*, i. 594——Advantages that would be derived from their more frequent attendance, *Porter*, i. 600–604——Advantages of combining a portion of working men with the official visitors; and opinion against payment of any part of the board, *Porter*, i. 605–608.

Expenditure, Irish Board. Present annual expenditure of the board, and estimated expenditure in the event of extending education, *Blake*, i. 3519–3523.

Expenditure for National Education. Items of expenditure that should be entirely borne by the State, *Blake*, i. 3581.

Experiments on Chemistry. Particular mode by which experiments are conducted, *Reid*, i. 4610, 4611——Nature of exercises used to obviate the necessity of taking notes of experiments at the time, *Reid*, i. 4612, 4613——Pupils have the opportunity of attending at extra hours for particular experiments, *Reid*, i. 4614——Expense of experiments, *Reid*, i. 4618.

F.

Factory Children. There should be a certain proficiency of education attained previous to children being allowed to work in factories, *Saunders*, i. 5087–5089.

Factory Regulation Act. By the existing law children in factories are required to attend school, which is an instance of compulsion, *Simpson*, i. 2629——Regulation in the Factory Act for children under twelve having two hours education per day, *Saunders*, i. 5034, 5035——Nature of objections by both manufacturers and parents, not so much to education as to the partial nature of the law; hands not in factories or employed in agriculture being unrestricted, *Saunders*, i. 5037–5048——Objections by masters to the Act, *Rickards*, i. 5298–5302——The compulsory clause in the Factory Act should have been accompanied with a power to establish schools where none exist, *Muggeridge*, i. 5498–5500.
See also *Parents.*

Factory Schools. Instances in which schools have been established in factories since the Act, and advantages of them, *Saunders*, i. 5054-5057. 5061–5063——Those established under the Act have not gone beyond reading and writing, *Saunders*, i. 5077——Failure of the establishment of schools in manufactories, *Rickards*, i. 5298–5302.

Fagging. Its system execrable, and morally wrong; it renders the aristocracy tyrannical without softening them, *Simpson*, i. 2381. 3190.

Fallowlea. The upper school of the Templemoyle Agricultural Seminary intended to be established there, but was obliged to be abandoned, *Ferguson*, i. 4509. 4577–4588.

Falsehood. Falsehood is punished by suspension in the senior department of Bristol College, *Jerrard*, ii. 6866.

Farmers. The farmers of Ireland are unwilling to adopt any improvements unless they see them tried by those of their own class, *Ferguson*, i. 4559–4560.

Farming. Improved mode of farming in Ireland from the Templemoyle school, *Ferguson*, i. 4552–4554.

Fees to Teachers. Fees are left at the discretion of masters in the Royal schools, *Quin*, i. 1578–1582, *Kyle*, i. 2187–2189——Masters of schools with large endowments should receive scholars at a low rate, *Kyle*, i. 2040–2043——Small fees paid for classical education, *Kyle*, i. 1877–1881——Examination upon the proposed amount of fees, particularly with the view of preventing certain professions from being overstocked, *Bullen*, i. 3941–3956——Opinion that fees would be sufficient for the support of educational institutions, *Bryce*, i. 1297–1300——School fees ought to be entirely banished from elementary education, *Simpson*, i. 2421——The amount of school fees should not be the stimulus to teacher's exertions, *Simpson*, i. 2430–2433——The payment of school fees does not give value to education, *Simpson*, i. 2550——Evils of the system of paying schoolmasters by fees; proposed amount of salary in lieu, *Macnamara*, i. 4326–4345——Professors should be paid by fees; manner in which their amount should be regulated, *Simpson*, i. 3268–3272——Part of the income of the master might be made up of fees paid by children, *Blake*, i. 3577——Schoolmasters principal emolument should arise from fees, but the fees should be kept as low as possible, *Knight*, i. 4927——If the fees were lower a greater portion of the children of the middle classes would become students of the Bristol college, *Jerrard*, ii. 6763–6766——Rate of payments and fees in schools in manufacturing districts in Lancashire and Yorkshire, *Rickards*, i. 5334–5337——Manner in which fees are regulated in the Belfast Academy; their amount, *Bryce*, i, 1013–1018. 1031–1035——Amount of quarterly fees in agricultural districts of Aberbeen, and of weekly fees in the Bell and Lancasterian schools; present mode of collecting them, and improvements proposed, *Knight*, i. 4942–4953.——*See* also *Female Schools. Middle Classes.*

Fellenberg, Mon. *De.* Number of hours per day in his school given to labour and to instruction, *Duppa*, ii. 6149——Difficulty he experienced in getting a master capable of undertaking the duties of both master and gardener, *Duppa*, ii. 6158——Particulars of the practical working of his schools at Howfyl and Maykirch, *Duppa*, ii. 6166–6173——His experience of the advantages of the system, *Duppa*, ii. 6229–6233.
See also *Normal Schools.*

Females. Education of, has not been conducted on scientific principles any more than that of males, *Bryce*, i. 959, 960—They should be included in the same school of juvenile education as males, *Simpson*, i. 2992——Increased cultivation of the fine arts among females in Cork, *Bullen*, i. 3752——Females are as anxious as males for the cultivation of science, *Reid*, i. 4671, 4672——Complaints have been made in some instances of a partial education having unfitted females for the menial duties of the state to which their situation called them, *Macnamara*, i. 4376——Nature of the education of females in the

Females—continued.

Roman States, *Wiseman*, ii. 5892–5900——Schools that are now being opened in Italy for the education of females of the lower orders, *Wiseman*, ii. 6004–6007——There is greater difficulty of reforming depraved females than males, even at an early age, *Duppa*, ii. 6303.

Female Schools. Course of instruction and fees in an establishment in the neighbourhood of Cork for the education of females of the higher classes, *Bullen*, i. 3960–3978.

Female Teachers. They should have the privilege of attending normal schools, *Simpson*, i. 3095——Necessity for well-educated governesses for private teaching after the age of fourteen, *Simpson*, i. 3100, 3101.

Ferguson, Sir *Robert*, Bart., M.P. (Analysis of his Evidence, i.)—Particulars relative to the diocesan school at Derry; cost of building; extent of accommodation; number of free scholars, trustees, &c., 4449–4459——Particulars relative to grant of land for the benefit of the school in the reign of James I.; extract from the proceedings of the Common Council of London, 2 June 1624, relative thereto; sums granted by the Irish Society to the school; portion of land in possession of the school, 4460–4467——Description of boarders and day scholars attending the schools; salary of master; falling off of the school from the age of the master; till lately the school had a high character, 4468–4483——It may be at the option of the trustees whether they admit free scholars, but if they do not they could not apply to the Irish Society for assistance, 4484–4487——The trustees have no surplus funds; they have a small fund for exhibitions at the university, 4488, 4489.

The subscriptions of the Irish Society and companies are not permanently fixed, 4490——No unwillingness on the part of the trustees to admit free scholars, or on the part of the inhabitants to send their sons as free scholars, 4491–4494——Exhibition at Trinity College is as a premium for successful scholarship, 4495, 4496——No religious test for admission into the school, or interference with the religious opinions of the pupils, 4494, 4498——Particulars relative to the bequest of Mr. John Gwyn, merchant of Londonderry, for the formation of a school there; extent to which his bequest has been carried into effect, 4500–4507——Particulars relative to the institution of the Templemoyle Agricultural Seminary, county of Londonderry; amount of funds; extent of accommodation; number of pupils; course of instruction, &c., 4508–4535.

Abstract from the books of the Templemoyle Agricultural Seminary, county of Londonderry, 1828 to 1835, 4532——Number of pupils admitted since 1828, and names of counties from whence they came, 4532——Difficulty of persuading farmers to send their sons till the advantages of the institution become known, 4536–4538——Advantages that would result from the whole number of one hundred pupils being made up, 4539, 4540——Applications for admission have principally been from the north of Ireland, but latterly they have been increasing from the south, 4541——No examination previous to admission; no interference with religious opinions, 4542–4545——The system of education adopted there has improved the moral and intellectual habits of the pupils after leaving school, 4546——Proposed to have half-yearly examinations, 4547——Literary acquisitions do not unfit the pupils for manual labour; the work of the farm is done by the pupils, 4548–4550.

Good moral conduct of the pupils, 4551——Employment of the pupils after leaving the school; improved mode of farming in consequence of the school, 4552–4554——Want of an educated class of land agents in Ireland; if the Irish peasantry had an equal education with the Scotch stewards they would be preferred, 4555–4558——The farmers of Ireland unwilling to adopt any improvements unless they see them tried by those of their own class, 4559, 4560——Extent to which botany and gardening is intended to be taught, 4563–4568——Pupils educated as land-surveyors in the school are superior to the general class of surveyors, 4569–4572——Manner in which the practical money and produce business of the farm is conducted by the pupils as a reward, 4573——Cause of the failure of the upper school at Fallowlea; partly from the feeling in favour of English education, 4577–4588——Caution should be used as regards Government grants on the first outset of schools to prevent the founders relying too much on the state, 4589——Preference to forming distinct agricultural schools to annexing land to parochial schools, 4591.

Festivals. On public festivals in Italy the paintings of private persons are exhibited in the streets, and no injury sustained, *Simpson*, i. 3323.

Field Sports. They fill up the vacuum in the time of the higher classes which would not be the case if they were well educated, *Simpson*, i. 3242.

Fines. They are prevented by Act of Parliament from being taken on letting lands belonging to the Royal Schools, *Quin*, i. 1500.

Foreign Countries. Progress of education in foreign countries under different forms of government, and advantages to society, *Bowring*, ii. 5557.

Foreign Grammars. Abridgments of foreign grammars would not be widely circulated in schools, unless their adoption rendered obligatory, *Hincks*, i. 177.

Foreign Languages. See *Languages*, 2.

Foreign Schools. Many people are sending their children abroad, because physical science is not sufficiently taught in schools here, *Reid*, i. 4757.

Foreigners. Education has been the cause of there being so little prejudice against strangers in Switzerland; foreigners in some cases chosen as representatives of the people, *Bowring*, ii. 5558——In some towns there is a slight impost on strangers residing in them, *Bowring*, ii. 5559.

France. Accomplishments taught in French colleges suggested for the Irish colleges, *Porter*, i. 756——Improvement of education therein, *Simpson*, i. 2344——Number of teachers that will be required there, *Simpson*, i. 2415——It is intended that education shall be free to all who cannot afford to pay for it, *Simpson*, i. 2562——Evils of the minister of public instruction in France not being a permanent officer, *Simpson*, i. 2675, 2676——Doubts as to a reaction in France in favour of classical study as the basis of education, *Simpson*, i. 3221——The statistical map of France, by M. Guery, which has led apparently to the conclusion that education does not diminish crime, has reference to imperfect education, *Simpson*, i. 3338.

Frascati, Town of. Modes by which superior education may be obtained in this town, *Wiseman*, ii. 5919, 5920.

Free Scholars. Power of the board to compel masters of diocesan and royal schools to take a certain number of free scholars, *Quin*, i. 1385–1390. 1416–1420. 1566–1577—— The disputed point might be settled by the Lord Lieutenant appointing masters on that condition, *Quin*, i. 1512–1515——Opinion as to the right of masters to take free scholars, *Kyle*, i. 1874–1877. 1946–2024——Names of schools at which there are no free scholars, *Quin*, i. 1412–1414. 1434——Accommodation for boarders and free scholars in the royal schools, *Quin*, i. 1583–1588——Each primary school should be open to a certain number of free scholars, to be determined in each place by the local managers, *Blake*, i. 3577—— Number of, in Derry diocesan school, *Ferguson*, i. 4449–4459——Qualifications for admitting them, *Beresford*, i. 306–323——If the trustees did not admit free scholars, they could not apply for assistance to the Irish Board, *Ferguson*, i. 4484–4487——No unwillingness on the part of the trustees to admit, or parents to send their sons as free scholars, *Ferguson*, i. 4491–4494.

Free Schools. A general and national system of free schools would put an end to the character of pauper education, *Simpson*, i. 2556.
See also *Gratuitous Education. Parents.*

Free Teachers. Mode proposed for educating and examining them in proposed universities, where public money is used, *Bryce*, i. 1261.

French Books. Superiority of French over English works as text books, *Jerrard*, ii. 6836, 6837.

French Language. The improved taste arising out of the operation of the Institute is the cause of the French language being acquired by mechanics in Cork, *Bullen*, i. 3999, 4000——Opinion in favour of children being taught the French language *vivâ voce* as soon as they have tolerably mastered their own, *Jerrard*, ii. 6800.
See also *Languages*, 2.

French School. There is one established in the Belfast Academical Institution, *Hincks*, i. 252——Cause of few pupils attending it, *Hincks*, i. 474–476——The number has rather increased, *Porter*, i. 527–529——If fees reduced, the number of scholars would be increased, *Porter*, i. 551——Establishment of one in the Belfast Academy, *Bryce*, i. 139.

Funds. Tabular digest of charitable funds designed for education in Ireland, arranged according to the respective counties, *App. p.* 535——Examination thereon, *D'Alton*, i. 804——Education will eventually support itself, though some sacrifice of public money is necessary in the meantime, *Bryce*, i. 1261——Particular application of the funds to be raised by Government grant, and local assessment, *Simpson*, i. 2495——Amount supplied by the board, and contributed by parties, for building and fitting up school-houses, *Blake*, i. 3559–3563——Further evidence upon the funds to be provided by the State, and the mode of assessment for the contribution of districts, *Blake*, i. 3566–3587 ——Evidence in favour of the board having jurisdiction as regards public grants and local contributions, *Blake*, i. 4229–4235——Manner in which funds are provided for education in Switzerland, *Bowring*, ii. 5595–5602. 5682–5692——Funds by which schools are built, and school apparatus provided, *Bowring*, ii. 5797–5807.
See also *Assessment. Government. Parliamentary Grant. Voluntary Principle.*

G.

Galway. The town contains 33,000 inhabitants, and there is no literary institution or even a bookseller's shop, *Hincks*, i. 218, *O'Brien*, ii. 6620.

Gardening. System of gardening may be advantageous if it does not interfere with elementary education, *Simpson*, i. 2309–2312——Extent to which gardening is intended to be taught at Templemoyle school, *Ferguson*, i. 4563–4568.

General Assembly. Opinion relative to a committee of the General Assemby being empowered as a board of national education, *Knight,* i. 5000–5008.

General Council. Duties of the general council of education in Switzerland, *Bowring,* ii. 5737–5741.

Geneva. Advantage to the working classes from the extension of education there, *Bowring,* ii. 5558.

Geography. In the highest foundation schools in Ireland ancient geography is taught, and but little modern, *Bryce,* i. 17. 73. 1306——Description of books and maps used in teaching geography in the Belfast Institution, *Hincks,* i. 331–338. 360–366——In the Belfast Academy, *Bryce,* i. 999–1001——Mode of teaching geography at Cheam, based on the Pestalozzian principle, *Mayo,* i. 5913*–5924*——Scholars in Switzerland have an accurate knowledge of the geography of their own country, *Bowring,* ii. 5852, 5853.

Geological Surveys. Valuable statistical information therein, *D'Alton,* i. 894.

Geology. A competent knowledge of geology would have prevented the waste of many sums in a fruitless search after minerals, *Porter,* i. 684, 685——How far geology is connected with witness's course of chemical lectures, *Reid,* i. 4634, 4635——Societies should be established in towns for collecting specimens, *Reid,* i. 4654–4658——Is not introduced so generally into university education in Italy as it deserves, *Wiseman,* ii. 6067.

Geometry. Course adopted in teaching geometry in the Belfast Institution, *Hincks,* i. 413–415——Mode of teaching geometry by means of physical illustrations; how far geometry applied to the practical purposes of life, *Mayo,* i. 5957*–5962*.

German Chapel. There is a German chapel on the Capitol at Rome, in the house of the Prussian minister, *Wiseman,* ii. 5998.

German College at Rome, Number of students therein; by whom founded; superintended by Jesuits, *Wiseman,* ii. 6357, 6358——Is very flourishing, *Wiseman,* ii. 6360.

German Language. Endeavour to introduce a German teacher into the Belfast Institution, but no encouragement given, *Hincks,* i. 477–482——Children should at an early age, and while their organs of speech are most flexible, be taught some of the most difficult pronunciations in German, *Jerrard,* ii. 6800.——*See* also *Languages,* 2.

German Schools. Are superior in the adaptation of education to the business of life; they are less expensive, *Reid,* i. 4770–4774——German scholars treat verse-making with ridicule, and can scarcely believe that so much time is devoted to it in the English schools, *Jerrard,* ii. 6850.

German States. Improved condition of the people therein from education, *Bowring,* ii. 5557.

Gibbon. His writings are against the engrossing and indiscriminate application of classical studies, *Simpson,* i. 3219——His work would be excluded from collegiate education in Italy, *Wiseman,* ii. 6074.

Giles's, St. Number of boys at Hackney-wick Agricultural School that come from St. Giles's and the lowest parts of London; some vagrants and criminals; advantages of the system of that school on their moral character, *Duppa,* ii. 6173, 6206, 6245.

Girard, Abbé. Plan pursued by him with regard to the monitorial system, *Knight,* i. 5123–5125——Mode of composition adopted by him at Fribourg; no difficulty in introducing it into this country, *Mayo,* i. 5908*–5912*.

Giuseppe Calasardzi, St. This order at Rome devotes itself to the preparation of teachers, *Wiseman,* ii. 5913.

Glasgow University. By whom professors elected or appointed, *Bryce,* i. 113.

Gobelins. Patterns of all the colours of the gobelins sent by Charles X. of France to the school of San Michele; by whose pupils the establishment was originally commenced, *Wiseman,* ii. 6133.

Gonfaloniere. Mode of electing him as President of the Commune Council in the Roman States: his duties, *Wiseman,* ii. 5879–5881.

Government. The taking up the question of education by the Ministry is no longer a matter of choice, *Simpson,* i. 3344——If Government take an active part, education will advance more rapidly, *Blake,* i. 4273——Advantage of Government aid to schools, *Rickards,* i. 5332, *O'Brien,* ii. 6606, 6607——Extent to which Government should watch and assist in the education of the middle classes, *Jones,* i. 5765*–5774*——Elementary schools in the poorer districts should have the greatest share of Government assistance, *Mayo,* i. 6041*–6045*——If Government took proper security for the permanent maintenance of a good system of management, there would be no apprehension of schools wanting pupils, *O'Brien,* ii. 6600.

Opinion in favour of Government building schools, and their being supported by grand jury assessment, *Quin,* i. 1755–1765——Opinion in favour of Government founding schools to

773

Government—continued.

to be supported by assessment, and superintended by a general board, *Rickards*, i. 5392–5415——No objection to Government applying a portion of the public funds to erecting colleges and academies, which would be amply supported by fees, *Blake*, i. 4213–4219——Plan for the establishment of a college by Government, to be supported by the district, under a council, government appointing professors, would work well, *Jerrard*, ii. 6705——Government should provide funds for the outfit of a system of national education, *Simpson*, i. 2418–2420——Necessity for Government bearing the whole expense of the new system of education, *Muggeridge*, i. 5460–5476——Proportion Government should give towards building the school and supporting the schoolmaster, so as not to interfere with the voluntary principle, *Knight*, i. 4910–4922.

Advantage that would result from Government assistance in establishing schools in manufacturing districts, with a small contribution from the district for their support, *Saunders*, i. 5058–5060. 5078–5086——The government of Rome provide funds for charitable institutions, *Wiseman*, ii. 6117. 6122——There should be the fullest discretion left in the Government as to naming commissioners of a national board, *Blake*, i. 3371. 3373. 3377–3379. 3388–3392——Manner in which teachers trained by the board would maintain the legitimate influence and authority of Government, *Blake*, i. 4095–4097——Government aid requisite for providing competent teachers, *Blake*, i. 4201–4212. 4214.

See also *Assessment. Buildings. Funds. Parliamentary Grant. Voluntary Principle.*

Government Offices. Advantage of candidates for Government offices above a certain income undergoing a specified course of education, *Knight*, i. 4993–4999.

Graduates. Difference between young graduates in universities examining pupils, and the course of instruction that would be given in a normal school, *Jerrard*, ii. 6734, 6735.

Grammars. Classifications of grammar should be made use of as early as possible, *Bryce*, i. 44, 45——Different descriptions of grammars used in different schools, *Hincks*, i. 168–171.

See also *Hincks*, Rev. Mr. *Scotch Grammars. Zumpt's Grammar.*

Grammar Schools. They are a great obstruction to proper elementary education, *Simpson*, i. 2526.

Grand Juries. If the system amended it might be made available in the establishment of schools, *D'Alton*, i. 929–931——Assessments by grand juries would not be necessary for supporting proposed schools, *Bryce*, i. 1297——The grand jury should be made a representative body, and should administer assessments for support of education, *Simpson*, i. 3276–3278——As they are at present appointed in Cork they would not promote the establishment of institutions for education; not so if they were constituted on the representative principle, *Bullen*, i. 3866, 3867——Sum given by them for building the Londonderry free school, *Beresford*, i. 273. 277——The Act of Elizabeth made grand juries chargeable with the expense of building schools, which Act was explained by the subsequent one of Will. 3, *Quin*, i. 1335–1341——Number of schools for building which grand juries contributed to the expense, *Quin*, i. 1342–1348——It is not imperative on the grand jury to present for the erection of school-house unless they see fit, *Quin*, i. 1444, 1445——Treasurers should pay over money for the purpose for which it was presented as soon as it was levied, *Quin*, i. 1709.

Gratuities to Teachers. No harm could arise from granting gratuities to schoolmasters for particular diligence in their several duties, or for long service, *Simpson*, i. 2840.

Gratuitous Education. Education should be free to all classes who chose to accept it; detail of the grounds for this opinion, *Simpson*, i. 2549–2569, *Muggeridge*, i. 5460. 5476.——Objections by schoolmasters to give gratuitous instruction, from the filthy condition of those children receiving it, which causes the others to be withdrawn, *Macnamara*, i. 4330–4333——The lowest grade of education should be provided for without payment; nature of such education, *Mayo*, i. 6064*–6069*——It will in some cases be required; evils to be guarded against with regard to it, *Knight*, i. 4928–4931——Proprietors might be allowed to send children gratis, according to the amount of their contribution, *Knight*, i. 4931–4934.

Objection to the schoolmaster being paid by assessment, and the school open to all parties gratis, *Knight*, i. 4935——Will not be attended with beneficial consequences anticipated by some, *Rickards*, i. 5332–5340——Extent to which gratuitous education is given to the poorer classes in Cork, *Bullen*, i. 3979–3985——Education in Switzerland is gratuitous in case of poverty; strong feeling in favour of payment, *Bowring*, ii. 5682–5602——Is almost universal in Rome; manner in which it is conducted, *Wiseman*, ii. 5869——Attendance of children of the middle classes at the colleges who receive gratuitous education, *Wiseman*, ii. 6029–6033——No instance of any payment for public education in Rome, *Wiseman*, ii. 6455——There is no feeling against gratuitous education in Rome, *Wiseman*, ii. 6138–6140.——*See* also *Free Scholars. Labouring Classes.*

Greek Language. Greek books in the Irish schools are determined by the entrance course of Trinity College, Dublin, *Bryce*, i. 55——Less attention paid to Greek than Latin in the Irish schools, *Bryce*, i. 56–60——Every student should be required to attend the Greek class for two years at least, if not for the whole time they are going through the undergraduate course, *Porter*, i. 620——Mode in which Greek is taught in the Belfast Academy and Institution, *Bryce*, i. 1232, 1233——The study of, has been neglected all through Italy; but the Jesuits are beginning to improve the Collegio Romano in that respect, *Wiseman*, ii. 6046——Study of, not so much attended to in the Italian schools as Latin, *Wiseman*, ii. 6434——Greek scholars in the English Catholic colleges may be compared with those of other colleges, *Wiseman*, ii. 6543.

See also *Classics. Languages. Mathematics. Speaking Latin and Greek. Translations. Trinity College, Dublin.*

Greek Testament. In reading the Greek Testament in the Belfast Institution the comments that are made have no reference to sectarian principles, *Hincks*, i. 429–434.

Greek and Latin Prose Composition. Is practised to a trifling extent in some schools, *Bryce*, i. 1306——It is the best means of acquiring a sound and scholarlike knowledge of the Greek and Latin languages, *Jerrard*, ii. 6844–6850.

Greek and Latin Versification. Extent to which schools should be furnished with the means of teaching it, *Bryce*, i. 62——Is a preposterous waste of time and mind, and a gross injustice, *Simpson*, i. 3224——Detail of the objections to Greek and Latin versification, as a *sine qua non* for university honours, *Jerrard*, ii. 6842–6853.

Griffith, Mr. Valuable statistical information in his reports, *D'Alton*, i. 894.

Grocers' Company. Land taken from them for the Templemoyle Agricultural Seminary; their liberal patronage to the institution, *Ferguson*, i. 4509.

Gwyn, John, Bequest of. Particulars relative to the bequest of Mr. John Gwyn, merchant of Londonderry, for the formation of a school there, *Ferguson*, i. 4500–4507.

Gymnastics. Advantage of gymnastics, *Simpson*, i. 2313–2315——Extent to which they are taught in the Bristol college, *Jerrard*, ii. 6912.

H.

Hackney-wick Agricultural School. Nature of mechanical pursuits of the boys at that school, *Duppa*, ii. 6151——Number of boys who have passed through the agricultural school there in four years; many of them from the worst parts of London, *Duppa*, ii. 6173——Further particulars relative to the reform school there, and the advantages of the agricultural system, *Duppa*, ii. 6257–6291——Rate per head of expense of each boy; extent of land cultivated by each boy, *Duppa*, ii. 6327–6329.

Hamiltonian System. The fault of the Hamiltonian system is, that it undervalues classification, *Bryce*, i. 45.

Hanwell. Nature of the education pursued in Mr. Morgan's establishment, under Mr. Emerton, at Hanwell, *Simpson*, i. 3019.

Harrow. The monastic system of education adopted therein is very objectionable, *Simpson*, i. 3186.

Haileybury College. Its constitution, *Jones*, i. 5562*——Course of education above the average of other institutions, *Jones*, i. 5648*–5650*——The test of qualification both for admission and leaving are too low, *Jones*, i. 5568*–5585*.

See also *Nomination to Haileybury.*

Hebrew. Study of Hebrew is made imperative in the Belfast Institution on candidates intended for the sacred ministry, *Porter*, i. 620——A knowledge of Hebrew ought to be required as a qualification for entering into the ministry, *Bryce*, i. 1184–1187——It is demanded and expected of all students of theology at Rome, *Wiseman*, ii. 6391.

Heriot's Hospitals. The system of education pursued therein is too monastic, *Simpson*, i. 3186.

Heritors. No objection by the heritors in Scotland to the payment of the education rate, *Simpson*, i. 2428——Tax for repair of schools in Scotland is levied by the heritors, who, with the minister, are the patrons of the school, under the inspection of the presbytery, *Knight*, i. 4936.

Hesse Cassel. The education is of the most excellent kind at Hesse Cassel, *Simpson*, i. 3020.

High School, Edinburgh. Advantage of the commixture of ranks in the High School at Edinburgh, *Simpson*, i. 2374–2377——System of education not on that extended footing that is necessary, *Reid*, i. 4692–4695——Different courses of study pursued in the High School; it may be considered more a classical education, than one adapted to the wants of life, *Reid*, i. 4711–4724. 4765–4769——Constitution and funds of the High School, and authority of the town council over them, *Reid*, i. 4696–4701. 4705–4710.

High School, Glasgow. Advantages of the plan adopted by Mr. Dorsey at this school; advanced state of the pupils, *Simpson*, i. 2976——Extent to which proposed plan of education is adopted therein, *Simpson*, i. 3019.

Highland Schools. Report to the Church Assembly, relative to them, shows that those pupils who had made most progress in secular knowledge were the best instructed in religious, *Simpson*, i. 3145.

Hincks, The Rev. *Thomas Dix.* (Analysis of his Evidence, i.)—Head master of the classical school in the school department, and professor of Hebrew in the college department, of the Belfast Academical Institution, 152, 153——Course of education and number of pupils in a school at Cork, of which witness had the superintendence, 154–158——Most of the diocesan and royal schools are sufficiently respectable, but all the schools are capable of very great improvement, 160——Scientific instruction is at present communicated therein, 161——Extract of a letter respecting the course of education in the school of Armagh and other schools, 161——Course of instruction in the Belfast Royal Academical Institution, 161——Description of schools in Ireland; they do not attain the excellence of the great classical schools in England, nor sink so low as the English private classical schools, 162–164——The quantity and quality of instruction in Latin and Greek is, generally speaking, superior in Irish to English schools not of the higher class, 167——Different description of grammars used in different schools, 168–171.

Difficulties in the way of masters coming to any arrangement among themselves, which would enable the best books to be used in schools, obtained at the lowest price, 174 176——Preference to a pupil's commencing at the beginning of a classical work, and reading to the end, to his making use of selections, 185, 186——Latin composition is attended to, but the books used do not always enable the student to form a good Latin style, 188–192——Speaking Latin would not be advantageous, from the fear of speaking bad Latin, 193——The university course is made the criterion of classical education in Ireland, 196, 197——Consequent necessity of raising the standard, and alterations proposed, 198–202——Classics do not form a very prominent part in the university course, but they form too prominent a part in the schools, 203——Extent of scientific instruction in the schools generally that prepare for the university, 204–208——Physical sciences are not taught in the schools, for want of encouragement to masters to procure scientific apparatus for illustrations, 209, 210——Great taste among the middle classes in Ireland for scientific education, but more in the south than in the north, 211–215——Equal desire to engage in the various branches of natural history where an opportunity offers, 216, 217——Great want of booksellers' shops in different parts of Ireland, 218–220.

Extension of education in the north of Ireland to be attributed to the institutions at Belfast, 223–225——Formation of a natural history society by some young men educated in the Belfast Institution, 225, 226——Mechanics' institution at Cork is particularly flourishing, which may be considered as a direct result of the Cork Institution, 227——Extension of the number of schools recommended; one college for a province quite ample, 228——Small number of private schools of the higher class in the country; course of instruction therein, 228–231——Recommendation for the extension of country academies, to afford instruction to the sons of the middle and lower classes; proposed course of education therein, and funds necessary for the support of each, 232–245.

Period of the foundation of the institution; former and present arrangements with regard to the presidents and masters, 246–248——Names of the different departments of education for which there are schools in the institution, 249–252——Arrangements of parents, with regard to the education of their children, is frequently more with regard to expense than the beneficial education of their children, 253, 254——Boys entering the school should go through a regular course, so that all the necessary branches of knowledge should be comprised in their education; but this plan would diminish the number of pupils, and increase the average expenses, 255–257——Number of assistant-masters in the different schools, 258——Number of pupils in the different schools and in the college, 259, 260——An infant school attached to the institution would be useful, 262.

[Second Examination.]—Statement of the course of education pursued in the school department of the Belfast Institution, 330——Description of books and maps used in teaching geography, 331–338. 360–366——Considerable additions requisite to the museum in the town before it can be advantageously used by the pupils of the institution, 339–342——The school department does not yet embrace the whole range of science that it is desirable a boy should learn, 343——Books used by the institution for teaching ancient and modern history, 346–352. 357–359. 371–378——Proportion of boys that go from the institution to the university, 353——There is no regular age for admission into the school department, 355——Books of reference made use of in the study of antiquities, though visible models would be very useful, 367–370——Books made use of in the different schools are selected by the masters of such schools, without any uniformity of system, 379–386.

Hours of study in the different schools, 387–391——Preference given to the teacher translating the passages in reading Greek and Latin, rather than letting the boys use written translations, 392–396——Pupils are encouraged to apply to the master for explanation on their meeting with difficulties, 397–399——Attention of the pupils is a good deal given to English poetry, by way of illustration, while reading the Latin poets, 400–403——Extent to which composition is cultivated in the several schools belonging to the university, 404–410——Books used in teaching arithmetic, 411, 412——Course adopted in teaching geometry, 413–415——Books used in teaching the natural sciences, 416–424——

Hinks, The Rev. *Thomas Dix*. (Analysis of his Evidence, i.)—*continued*.

424——Extent to which the pupil advances in mathematical studies in the school department, 425——There is nothing to prevent an addition to the course of study, as regards the application of chemistry either to agriculture or manufactures, 426, 427——It is desirable that the construction of machinery, or the application of natural philosophy to its improvement, should form a portion of the course of study, 428.

In reading the Greek Testament, the comments that are made have no reference to sectarian principles, in consequence of the institution receiving pupils of every different sect and party, 429–434——Science of legislation might with more advantage be left to the collegiate department, than introduced into the school, 436, 437——Monitorial system might be advantageously used, if there were the same regularity in the classes in the institution that there is in the schools in Scotland, 439–444——Objection to corporal punishment, and means by which the necessity for it may be obviated in every case, 445–465——Nature of public examinations; advantages of them, and reasons they cannot be carried to the fullest extent, 467–473——There are but few pupils attending the French class, partly caused by the extra expense, 474–476——Extent to which pupils advance in drawing, 478–481——Encouragement that is given to a natural history society formed among the boys, 483, 484——Extent of the museum in College-square, and subscriptions for its advancement, 485, 486.

Hincks, The Rev. Mr. Number of editions witness's grammar has gone through, *Hincks*, i. 169, 170——The commencement of the Cork Institution owing to his giving scientific lectures, *Bullen*, i. 3623.

Hindoos. Obstacles to contend with in endeavouring to convert them to Christianity, *Simpson*, i. 3153.

History. The study of antient history is necessary to a well-informed man, though he is not to be a classical scholar, *Bryce*, i. 17——History does not compensate for the want of a critical and philosophical knowledge of languages, *Bryce*, i. 17——Advantage of the study of history and the constitution of the country, *Porter*, i. 707–710, *Knight*, i. 5235–5240——Books used by the Belfast Institution for teaching ancient and modern history, *Hincks*, i. 346–352. 357–359. 371–378, *Porter*, i. 715–717——May be taught even from a text-book without offending religious feeling, *Bryce*, i. 1047——Manner in which it is studied in the Bristol College, *Jerrard*, ii. 6796——Course of history pursued at Cheam; description of text-books, *Mayo*, i. 5974*–5979*——Mode of lecturing on history that is adopted at Haileybury; Hallam used as the text book, *Jones*, i. 5619*–5623*——Study of, in Italy, confined to that of the kingdom, except among persons of superior education, *Wiseman*, ii. 6074——The feeling of lecturers would be Catholic when touching on disputed portions of history, but there would be as little harshness at Rome as elsewhere, *Wiseman*, ii. 6409——Manner in which history should be studied, so as to show the spirit of history rather than the facts, *Wiseman*, ii. 6561–6563——Scholars in Switzerland are well instructed in the history of their own country, but have not much knowledge of that of other countries, *Bowring*, ii. 5852.——*See* also *Maps*.

Honán, Mr. of Limerick. Erection of a school by him at an expense of 500 *l*. and placing it under the superintendence of the Board, *Macnamara*, i. 4313.

Hours of Labour. Necessity for the abridgment of the hours of labour, both of apprentices and labourers, *Simpson*, i. 3336, 3337.

Hours of Study. Hours of study in the different schools: At the Belfast Academy, *Bryce*, i. 136, 137——At the Belfast Institution, *Hincks*, i. 387–391——Extent of hours of instruction in schools, *Blake*, i. 4142——Division of the day in agricultural schools between agricultural and mechanical labour and study, *Duppa*, ii. 6149–6154——Hours of instruction in Switzerland, Hackney-wick and Ealing, *Duppa*, ii. 6199–6202——Hours of study prescribed by law in Switzerland, *Bowring*, ii. 5650–5660.

House of Orphans. Nature of this establishment in Rome; number of pupils, *Wiseman*, ii. 6108.

Householders. Rate for education should be levied on householders, *Simpson*, i. 2425——Trifling amount that would fall on housekoulders, if an education-tax divided among the whole community, *Simpson*, i. 2538.

Human Mind. Too much time is devoted to the mere abstract study of the human mind, *Porter*, i. 700.

Hume. His work would be excluded from collegiate education in Italy, *Wiseman*, ii. 6074.

Hymns. Extract from certain hymns, from a small volume of poetry published by the Board, *Blake*, i. 4255–4261, 4266.

I.

Ignorance of Lower Classes in London and Edinburgh. As much ignorance, superstition and prejudice in the lowest parts of London and Edinburgh, as in the plains of Hindostan, *Simpson*, i. 3154, 3155——Which evils are to be got rid of by a previous secular education, followed up by religious instruction, *Simpson*, i. 3156–3159.

Illegitimate Children. Decrease of, in Zurich and Neuchatel, since the extension of education, *Bowring*, ii. 5558——Mode adopted as to their education in Switzerland, *Bowring*, ii. 5703, 5704.

Incorporated Charter Society. The society professes to regulate charter schools, *D'Alton*, i. 844, 845.

Incorporation of Institutions. A general Act of Parliament should be passed, enabling educational institutions to be incorporated by a simple process, without a separate Act of Parliament for each, *Bryce*, i. 1261.

Index Expurgatorius. See *Books*, 2. *Libri Prohibiti.*

Industry. Pleasure and curiosity are the best stimulants to the excitement of industry in pupils, *Hincks*, i. 457——Improvement in the industrial habits of the people in Switzerland from the benefits of education, *Bowring*, ii. 5567.

Infant Schools:
1. *Generally.*
2. *Aberdeen.*
3. *Belfast.*
4. *Edinburgh.*

1. *Generally:*

A well-regulated system of, would prevent the necessity of future corporal punishment, *Hincks*, i. 452——Effect of infant schools on parents, *Simpson*, i. 2967——Evils of attempting to sectarianize infant schools, *Simpson*, i. 2971-2973——If managed properly, they are capable of conferring the greatest benefits, *Simpson*, i. 2974, *Knight*, i. 4894-4896——Infant schools would be advantageous, but a better course would be to reform the vicious habits of parents, *Rickards*, i. 5328-5331——Advantage of education in infant schools over maternal education, principally on account of the association of children with those of their own age, *Simpson*, i. 2284-2293——When mothers are better educated, infant schools may be done away with, *Mayo*, i. 6075*-6077*.

2. *Aberdeen:*

Number of children attending an infant school, founded in consequence of Mr. Wilderspin's visit to Aberdeen a few years since, *Knight*, i. 4890 4893.

3. *Belfast:*

One attached to the Institution would be useful, *Hincks*, i. 262——One is established in connection with the Academy, and which forms a link in the lower classes of the English school, *Bryce*, i. 124-128.

4. *Edinburgh:*

Advantage of the mode of education adopted in the model infant school of Edinburgh *Simpson*, i. 2386-2388, 2451——This school adduced as a proof that male instruction is better than female, *Simpson*, i. 2389, 2390——It is established in the lowest part of the city, but the poorer classes do not send their children on account of the school fees, *Simpson*, i. 2552——Practical application of witness's principles in this school, *Simpson*, i. 2961-2966——The Edinburgh system of infant schools could with facility be adopted in other parts of the country, *Simpson*, i. 2968-2970——Extent to which proposed system of education is carried on therein, *Simpson*, i. 3019——The children could with perfect confidence be admitted into gardens, museums or any situations of refined resort, *Simpson*, i. 3324.——*See* also *Association of Children.*

Information on the subject of Education. See *Association of Teachers. Reports.*

Inniskillen School. See *Enniskillen.*

Inspection of Factories. No opposition on the part of manufacturers thereto, *Rickards*, i. 5297.

Inspection of Schools. Nature of, by inspectors, *Blake*, i. 3463-3467——Period each inspection takes; report upon each school according to a set form, *Blake*, i. 3524-3533——Instruction to inspectors for the inspection of schools, *Blake*, i. 4049. *p.* 349——Very short notice of inspection of schools is advisable to be given, *Mayo*, i. 6058*-6061*——Nature thereof, in Switzerland, *Bowring*, ii. 5721-5736.

Inspectors of Schools. Suggestions as to itinerant inspectors of schools, *D'Alton*, i. 932-945——Desirable inspectors of schools should be present at examinations for scholarships, *Quin*, i. 1699, 1700——Proposed appointment of, under a system of national education, *Simpson*, i. 2666——Proposed qualification for inspectors, and course of education they should have gone through, *Simpson*, i. 2861-2866——Instruction to inspectors under the Irish National Board; general principles of the system of education to be attended to by the inspectors, *Blake*, i. 4049, 4050——Form of inspector's report, *Blake*, i. 4051, 4052——Inspectors' reports abstracted in a book, *Blake*, i. 4053, 4054——Mode of examining candidates for the inspectorship; five commissioners have usually been present, *Blake*, i. 3452-3455——Salaries and duties of inspectors, *Blake*, i. 3456-3462——Power of dismissal is vested in the board without communication to government, *Blake*, i. 3468-3470——They might be useful for schools in Scotland, but should always be accompanied by members of the presbytery, *Knight*, i. 5023——Class of life of persons holding the office in Switzerland, *Bowring*, ii. 5732-5735.

Intellectual Education. Its nature, *Simpson,* i. 2279——Is made to tell upon agriculture in agricultural schools, *Duppa,* ii. 6179. 6233.

Interest. Rate of interest of money in Switzerland, *Bowring,* ii. 5568.

Internal Communication. Transfer of goods from one Canton to another, in Switzerland, is on the same terms as would take place with regard to foreign goods, *Bowring,* ii. 5590–5594.

Inventions. Manner in which capital causes inventions to be better rewarded in England than Ireland, *Porter,* i. 696–699.

Ireland. Necessity for youth being educated, that they may be able fully to develope the resources of Ireland, *Porter,* i. 696——It might be desirable in Ireland that the academies should be established in counties, and that there should be a college in each of the four provinces, *Simpson,* i. 3250——State of education in Ireland, and how it might be improved, *Knight,* i. 5219–5222.

Irish College at Rome. Founded after the Reformation, *Wiseman,* ii. 6359——Was suppressed, but has been re-established by the bishop of Dromore; is now extensive, and has much property vested in it, *Wiseman,* ii. 6360——Those students educated at the college at Rome will have more moderate feelings as to Irish politics than if they had remained in their own country, *Wiseman,* ii. 6404.

Irish History. Cause of the imperfections of Irish history, *D'Alton,* i. 880, 881——Ineffectual means that have been taken to establish a professor of Irish history in the Dublin University, *D'Alton,* i. 891——Study of Irish history would lessen the antipathy to England, *D'Alton,* i. 893.

Irish Language. Period the professorship of Irish has been established in the Belfast Institution, *Porter,* i. 562, 563——Arguments in favour of the study of the Irish language in the college, *Porter,* i. 631–638——There should be a professor of Irish in the Dublin University, *D'Alton,* i. 891.

Irish Manuscripts. See *Ancient Manuscripts. British Museum. Buckingham,* Duke of. *Lambeth Palace. Trinity College,* Dublin.

Irish Peasantry Society of London. Amount of their donation to the Templemoyle Agricultural Seminary, *Ferguson,* i. 4509.

Irish Society. Extracts relative to the books of the society, respecting the subscriptions to the society, and the management thereof, *Davies,* i. 327–329, *App.* i. 521–534——Londonderry free-school partly built by subscriptions from, *Beresford,* i. 273——Sums granted by them to the Derry school, *Ferguson,* i. 4460–4467——Its subscription not permanently fixed, *Ferguson,* i. 4490——Amount of their donation to the Templemoyle Agricultural Seminary, *Ferguson,* i. 4509.

Italian Language. There is an Italian school established in the Belfast Academical Institution, *Hincks,* i. 252——The French master teaches Italian also, but has only one or two pupils, *Hincks,* i. 477——Considerable attention paid in Italy to the study of Italian; great proficiency of the natives, *Wiseman,* ii. 6047, 6048——Difficulty of travellers being able to qualify themselves sufficiently to address the lower orders, by which erroneous impressions are made of the state of education in Italy, *Wiseman,* ii. 6508–6510——Fluency with which the Italian language is spoken, particularly in Tuscany, *Wiseman,* ii. 5939–5943.——*See* also *Languages,* 2.

Italians. Colleges in Rome destined for the education of Italians coming from the various States of Italy; nature of education therein, *Wiseman,* ii. 6428–6430.

Italy. In Italy the peasants, from the Sabine mountains, visit the galleries of the Vatican and the Capitol, *Simpson,* i. 3323——The population of, collected into villages; manner in which education is provided for, *Wiseman,* ii. 5869.

J.

James I. His grant of land to Derry school, *Ferguson,* i. 4460–4467.

Jerrard, Joseph Henry, L.L.D. (Analysis of his Evidence, ii.)—Fellow of Caius College, Cambridge, educated at Trinity College, Dublin, and the University of Cambridge, 6641–6643——Constitution of Bristol College; means about being taken for the erection of a building, 6644–6649——Powers of the council; their mode of election, and meetings, 6650–6661——The professors are not controlled by the council, 6662–6664——Nature of the salaries and fees paid to the professors; proposed alteration, 6665–6671——Students should be bound to attend the essentials of education, and after a certain age should be allowed to select their course of study, 6672–6674——Necessity for different teachers for different subjects; they being brought into contact with different minds is advantageous to students, 6675–6677——Defects of the working of a proprietary system; manner in which collision may take place between the council and principal, 6678–6695.

Plan for the establishment of a college by Government, to be supported by the district under a council, Government appointing professors, would work well, 6705——*Senatus academicus* advisable for large institutions, but not for Bristol College, 6706——Examination

Jerrard, Joseph Henry, LL.D. (Analysis of his Evidence, ii.)—*continued.*

mination upon different modes of appointing professors; suggestions by witness, 6707–6715——Necessity for normal schools for academical and collegiate education, as much as for elementary, 6716–6718——Mode by which a normal school for collegiate education should be conducted, to be superintended by a board of examiners appointed by Government, 6719–6721——Certificate from normal school to be sufficient qualification without examination at the college to which they are to be chosen as professors, 6722, 6723——High honours attained; the universities will not obviate the necessity of attendance at normal schools; objection to establishing professorships in the universities for teaching, 6724–6726.

In the formation of normal schools, under the control of Government, the local council should have sufficient power, as regards election of professors, to prevent a system of education unacceptable to the people being forced upon them, 6727–6731——Nature of the science of education, and reason why it could not be so well learnt in an educational department in an university as in a normal school, 6732–6739——Advantage of separate boarding-houses, instead of boarding in the collegiate institutions, particularly as regards the moral training of pupils, 6740–6743——Students of all denominations are admitted into the Bristol College; mode adopted with regard to giving religious instruction to members of the Church of England; objections by the high Church party to Dissenters being in the college, 6744–6761.

If the fees were lower, a greater portion of the children of the middle classes would become students, 6763–6766——Objection to the distinction made in the universities between the wealthier and humbler classes; association in early life would raise the standard of the latter without degrading that of the former, 6767-6774——Number of pupils in the college, which is small, compared with the population of the city, from the difficulties the college has had to contend with, 6775, 6776——Necessity for boarding-houses being under the superintendence of the college, 6779-6784——Proposed mode of obviating the risk of precariousness in the support of national collegiate establishments, in the event of the building being erected at the Government expense, 6788–6791——It might be necessary to annex a small stipend to a professorship, where the number of pupils would be too small to support it, 6792, 6793——The classes for sciences and classics at Bristol are distinct, 6794——Sketch of the instruction in the classics pursued at Bristol, 6796.

Extent to which students are instructed in natural history and natural philosophy, 6797-6799——Views with regard to the respective periods of life best suited for instruction in physical science, modern languages, classics and mathematics, 6800——Necessity of establishing some means of instruction in the science of teaching, 6801–6803——If education conducted on good principles, there is ample time both for the study of the learned languages, and also for that of mathematical and physical science, 6804, 6805——Study of the learned languages is used as a means for developing the reasoning powers of the students; they are studied with reference to the manners and habits of the ancients, 6806–6810——Study of ancient art should form an integral portion of classical education, 6811-6819——Casts and models might be obtained at a small expense, 6820——Particular mode adopted for the study of English composition, 6821–6824.

[Second Examination.]—Advantages of the plan pursued for the study of mathematics in the Bristol college, 6825–6832. 6835——Superiority of French over English works as text books, 6836, 6837——Extent to which mathematics is applied to machinery in the college; wish for its being more fully carried into effect, 6838-6841——Detail of the objections to Greek and Latin versification as a *sine qua non* for university honours, 6842–6853——Extent of the course of natural philosophy adopted, 6855–6858——Extent to which mental science is pursued, 6859, 6860——Nature of Mr. Price's lectures on natural history, and interest taken by the students therein, 6861, 6862.

Course adopted in giving lectures; advantage of question and answer between pupil and lecturer, 6863——Advantages and disadvantages of the monitorial system, 6863–6865——Course adopted in the moral education of pupils in reference to instruction and training, 6866——Particulars of the manner in which strict discipline is maintained in Bristol college by appeals to the higher feelings of the students, 6866–6894——Necessity for normal schools, 6895-6897——Suggestion for establishing a metropolitan university, 6898–6900——Manner in which languages are taught, 6904–6906——Extent to which chemistry is taught, 6907–6910——Physical education strictly attended to, 6913.

Jews. The son of a Jew attended the scripture class in the Belfast Academy, *Bryce*, i. 1042——Those in the Roman States are not interfered with as to the manner they conduct their system of education, *Wiseman*, ii. 5995——For medicine the Jews attend the Sapienza, *Wiseman*, ii. 6063.

Jesuits. Many of them are superior in their knowledge of the Latin language, but there is no decided superiority in the scholars they produce over those of the other Roman colleges, *Wiseman*, ii. 6045——Advantages of the mode adopted by the Jesuits in their attention to the observation and discrimination of character of their pupils, *Wiseman*, ii. 6096–6099——Attention paid by them to human nature in their education, *Wiseman*, ii. 6407——Their education does not produce a spirit of cunning or intrigue of character, *Wiseman*, ii. 6408.

Jesuits College. Persons wishing to go through a course therein are not obliged to make any declaration of adhesion to the order, *Wiseman*, ii. 6060, 6061.

Joint Stock Companies. They should be encouraged for education, in which the shareholders should receive interest by the nomination of free scholars, *Bryce*, i. 1261——They would not be advisable for institutions for education, *Simpson*, i. 3317, 3318.

Jones, Rev. *Richard.* (Analysis of his Evidence, i.)—Professor of Political Economy and History in the East India College of Haileybury, 5557*–5560*——Constitution of the college, 5562*——By whom professors appointed, and amount of their salaries, 5561*–5567*——Nature of the European and Oriental course of education; too low a test of qualification required, both for admission and leaving the institution, 5568*–5585*——Patronage for nomination to the college is in the directors; improvements suggested in the mode of nomination, 5586*–5588*——Course of education adopted in the college, 5593*–5601*. 5636*–5639*——Arrangement adopted by witness with regard to lectures on political economy, 5602*–5605*——Particular mode of lecturing adopted; manner in which notes are taken by the students, 5606*–5618*——Mode of lecturing on history that is adopted; Hallam used as the text book, 5619*–5623*.

Manner in which political economy is introduced as bearing on history, and *vice versâ*, 5624*–5633*——At Haileybury the best classical men are the best mathematicians; not so at Cambridge, 5634*, 5635*——Extent to which the study of the law is carried, 5640*, 5641*——Discipline of the college perfectly obeyed; course adopted to insure activity of mind and severity of study, 5642*–5647*——Course of education above the average of other institutions, 5648*–5650*——Exertions used to pass examinations; nature of examinations; comparison with Trinity College, Cambridge; in favour of Haileybury; advantage of written over *vivâ voce* examinations, 5651*–5666*——In institutions for the education of the middle classes there should be one course of instruction preliminary and obligatory, and another portion in part optional, 5667*–5669*——Elementary education, and that intended to be continued to the age of twenty-one, should be separated before the age of fourteen, 5670*–5672*——Opinion in favour of the study of the learned languages as a foundation of early education rather than the physical sciences, 5673*–5681*.

More might be done in public schools after the age of fourteen than is done, but schools are becoming better arranged, 5682*–5684*——Advantages of the course of instruction adopted in King's College, 5684*–5689*——How far physical sciences are excluded from the universities, 5690*, 5691*——There would be advantages to the public from the study of political economy; but the science is too imperfect to be taught popularly at present, 5692*–5699*——There is no interference at Haileybury with the religious opinions of the pupils, 5700*–5708*——Persons of all persuasions might be admitted in the universities to the benefits of education, and perhaps to degrees; extent of theological education at present therein, and how far desirable to extend it, 5711*–5721*——Principal causes of the good order maintained among the students at Haileybury; course of study more severe than formerly, and advantages thereof, 5722*–5727*——System of boarding adopted at Haileybury, and whether the plan would be generally advantageous; expense of the boarding establishment, and rate per head paid by the pupils, 5728*–5736*.

Rate per head paid for education in King's College, 5738*–5740*——An academical institution not devoted to particular objects would be better near a large town, particularly if the pupils belonged to families resident there, 5741*–5743*——Defective state of the education for the middle classes; few foundations for that purpose between elementary and university education, 5744*–5746*——Advantage that would be derived from the establishment of normal or pattern schools, built by government, and afterwards supported by the public, 5747*–5752*. 5766*——Course of education that should be given to the middle classes, 5753*–5761*——With regard to the education proposed for the higher classes the university system should be modified and extended to the moral sciences, 5762*–5764*——Extent to which Government should watch and assist in the education of the middle classes; opinion relative to a general board, 5765*–5774*——Hours of study; manner in which the rank of the student is marked according to the manner he answers the questions set before him, and manner that influences his future prospects in life, 5775*–5789*.

Judicial Officers. Their efficiency not impaired by the payment of salary instead of fees, *Simpson*, i. 2574.

Jurisprudence. In what manner lectures on jurisprudence are intended to be given in the Belfast Institution, *Porter*, i. 718, 719.

Justice, Administration of. Improvement therein in Switzerland from the advantages of education, *Bowring*, ii. 5570.

Juvenile Natural History Societies. Formation of a natural history society by some young men educated in the Belfast Institution, *Hincks*, i. 225, 226. 483, 484, *Porter*, i. 676——Particulars as to one in the Belfast Academy formed by the mathematical master and a few of his pupils, *Bryce*, i. 1003–1006.

K.

Kaimes, Lord. He advocates the necessity of moral training, *Simpson*, i. 3191.

Kildare. In the diocese of Kildare the appointment of schoolmaster is in the bishop, *Quin*, i. 1401.

Kildare-place Society. Objection to the Kildare-place Society's mode of training teachers; some of their teachers are employed in the schools in Ireland, and some under the Board, *Blake*, i. 4100–4104——Opposition of the Roman-catholic clergy to the particular mode of conferring education by the Society's schools, *Macnamara*, i. 4278–4286——They have published many useful elementary books, *Hincks*, i. 173——Their books are fair, *Simpson*, i. 2876——Many of them are translations of works published on the Continent, *Macnamara*, i. 4368——They are being superseded by the books of the Board, who have republished many of them in its own name, *Macnamara*, i. 4369——Their books are used in the Templemoyle Agricultural Seminary, *Ferguson*, i. 4544.

King's College. Advantage of the course of instruction adopted in King's College, *Jones*, i. 5684*–5689*——Rate per head paid for education therein, *Jones*, i. 5738*–5740*.

Knight, William, L.L.D. (Analysis of his Evidence, i.)—Professor of Natural Philosophy in the Marischal College and University of Aberdeen; formerly professor of the same in the Belfast Academical Institution, 4879–4881——State of education in the Bell and Lancasterian schools; number of scholars; rate of weekly payment, 4882–4889——Number of children attending an infant school at Aberdeen, 4890–4893——Necessity for infantine education, 4894–4896——Manufacturing population have not the same means of education as the agricultural, 4897–4903——Parish schools are part of the Church Establishment, and are supported by a tax paid by the proprietors of the soil, 4904–4906——Manner in which voluntary schools would assist schools established by the State or by legal assessment, 4906–4909——Proportion Government should give towards building the school and supporting the schoolmaster, so as not to interfere with the voluntary principle, 4910–4922.

Land should be acquired for school-houses by legislative enactment, compensation being made to proprietors, 4923–4925——Reasons why the assessments for the support of schools should fall on the proprietors of the land, 4926——Schoolmaster's principal emolument should arise from fees; but the fees should be kept as low as possible, 4927——Gratuitous education will, in some cases, be required; evils to be guarded against with regard to it, 4928–5931——Proprietors might be allowed to send children gratis, according to the amount of their contribution, 4931–4934——Objection to the schoolmaster being paid by assessment, and the school open to all parties gratis, 4935——Tax for repair of schools, or payment of schoolmasters' salaries, are made solely from the land; levied by the heritors, who, with the minister, are the patrons of the schools, under the inspection of the presbytery, 4936——Diligence of schoolmasters might be stimulated by allowing them, according to their conduct, to be promoted from an inferior to a higher school, 4937–4941——Amount of quarterly fees in agricultural districts, and of weekly fees in the Bell and Lancasterian schools; present mode of collecting them, and improvements proposed, 4942–4953.

Powers of the presbytery visitors and clergymen with respect to parochial schools; nature of the annual visitation, 4954–4967——In whom the appointment of schoolmasters is vested; their qualifications, and nature of the examinations they undergo by the presbytery, 4968–4980——Opinion in favour of normal schools, so as not to supersede the necessity of university education, 4981–4990——Names of those who had passed through a preliminary course should be placed in a public list, 4991, 4992——Advantage of candidates for government-offices above a certain income undergoing a specified course of education, 4993–4999——Opinion relative to establishing a Board of National Education, and placing normal schools under it; opinion relative to a committee of the General Assembly being empowered for that purpose, 5000–5008——Mode of management of schools in towns and burghs; and mode of supplying funds, 5009–5014——Further evidence relative to a Board of Education, 5021–5023——Extent to which schools and universities give reports of their proceedings; no objection to all literary establishments reporting once a year to Parliament, 5024–5028.

[Second Examination.]—Course of instruction in elementary schools in Scotland, 5091, 5092——Comparison between the individual and monitorial system, and in what manner the latter might be improved, 5102–5129——Emulation should be encouraged and controlled, 5136–5142——Description of books used in Scotch schools, 5145–5153——Early study of the Scriptures advocated, and advantages of selections therefrom, 5157–5172——Opinion in favour of religious instruction being communicated by the schoolmaster, and not solely by clergymen, 5173–5207——Cause of the superiority of Scotch over English farming, 5213–5218——State of education in Ireland, and how it might be improved, 5219–5222——Advantages of mechanics institutions in Scotland, 5223–5226——Advantages of the study of the physical sciences; cases in which general literature may be more useful, 5227–5234——Advantage of the study of history and the constitution of the country, 5235–5240——Necessity for good teachers, 5241–5243.

Knight, William, LL.D. (Analysis of his Evidence, i.)—*continued.*

[Third Examination.]—Comparison between the education at the Scotch and English Universities, and the age of admission therein, 5244–5267——Opinion relative to the establishment of academies for study between elementary and university education, 5268–5273——Opinion relative to the formation of provincial colleges in Ireland, 5274–5277——Difference between professors and tutors; nature of proposed lectures by professors, 5281–5288——Whether endowment in land or money the most advantageous, 5289–5293.

[Fourth Examination.]—Advantage of the study of drawing, and the fine arts, 5522–5530——Advantage of the introduction of music into general education; preference in favour of separate music schools, 5531–5543——Examination upon the study of the physical and metaphysical sciences, and plan adopted in the Aberdeen colleges, 5544–5556.

Knowledge. Nature of the useful and real knowledge that has been acquired in some schools, *Simpson,* i. 2346–2348.

Kyle, William Cotter. (Analysis of his Evidence, i.)—Secretary to the Board of Commissioners of Irish Education; succeeded Mr. Quin, 1767–1769——Constitution of the board; number of meetings in the year; records of proceedings kept, 1772–1787——Duties of the secretary, particularly as regards the payment of money, 1788–1800——Whether payment of a certain number of commissioners would make the attendance at the board more regular, 1801–1809——Opinion relative to appointing a committee of members for the transaction of business, 1810, 1811——Expenses of the board, 1812–1816——Power of the board as to the appointment of visitors of schools, 1817–1819——Cases in which a schoolmaster's travelling expenses would be paid, if summoned before the commissioners, 1820–1822——Carysfort school is the only case in which the commissioners allow books, 1823, 1824.

Power of appointment of members by the Lord Lieutenant; whether Roman-catholics could be appointed, 1826–1833——Particulars as to the visitation of Carysfort school; held at the board-room, 1835–1845——Visitation of Cavan school still in progress, 1846–1848——Power of removal of masters by the board, in case of misconduct, 1849–1852——Correspondence between the board and grand jury as to Limerick free-school, 1853–1858——Power of the board as to prescribing the course of education in royal schools, 1859–1864——How far qualifications of masters inquired into previous to their appointment by the Lord Lieutenant, 1865–1868——Opinion as to masters depending solely on salary, or on salary and fees, 1869–1871——Opinion as to the right of masters to take free scholars, 1874–1877——Small amount of fees paid for classical education, 1877–1881——Letter from Dr. Miller, showing the honours taken at the University by the scholars of Armagh schools, 1882.

[Second Examination.]—Mode of passing accounts by the board, 1884–1886——Competition for the situation of local agent; extent of security taken, 1887–1897——Means taken by the board of improving their estates; examination as to rental and fines, 1898–1945——Further evidence as to the right of the board to compel masters of royal schools to take free scholars, and the feeling of parents against free education, 1946–2024——Names of royal schools in which there are scholarships and exhibitions; they should be opened to any of the schools, 2025–2040——Masters of schools with large endowments should receive scholars at a lower rate, 2040–2043——Opinion in favour of reducing the high salaries of masters, and making them more dependent on fees, and applying the surplus saved to founding schools for the middle and poorer classes, 2044–2064.

Nature of the education in the royal schools, and how far principally intended for entrance to Trinity College, 2065–2074——Advantage of the course of education being extended to those classes who do not go to the University, 2075–2086——A court of examiners in the University might be instituted for the examination of masters, 2087–2091——Ushers as well as masters should be under the control of the board, 2092–2099——Nature of the reports furnished by masters to the board, 2101–2105——Power of visitors with regard to ascertaining the mode in which a school is conducted; visitations should be more frequent, 2106–2111——Whether the advantages of the royal schools could not be extended to the middle classes, without prejudice to the interests of the higher, 2112–2115——Further evidence as to the power of the commissioners to prescribe the mode of education to be pursued in the royal schools, 2116–2121.

[Third Examination.]—Improvement in the management of the school estates since the Act 53 Geo. 3, 2122–2136——The schools capable of being made very valuable establishments to the country, 2137–2139——Opinion relative to the boarding establishments being adjacent to the schools, and not in the building, 2141–2144——Regulations with regard to discipline, 2145–2148——Examinations and premiums are advertised, 2147–2150——Carysfort school distinguished from the others as an English school, 2153–2157——Particulars relative to the mode adopted with regard to school buildings, 2160–2164——How far the board provide school apparatus, 2165–2168——How far surplus funds would be applicable to building school-houses, 2170–2175——Masters would be an inferior class to the present if the salary reduced, 2176–2186——No regulation as to the amount of fees to be charged by masters, 2187–2189——There

is

Kyle, William Cotter. (Analysis of his Evidence, i.)—*continued.*

is nothing to prevent a Roman-catholic or Presbyterian from being appointed master, 2190–2192——The board do not interfere with the religious instruction of the pupils; the schools are open to all persuasions, 2193–2204.

Further examination relative to exhibitions, 2206–2211——No restriction against the masters holding livings, 2212–2214——Boys should be allowed to choose the course of education best suited to their future prospects, 2217–2220——Examination upon schools of private endowment under the jurisdiction of the board, 2221–2237——In some schools Presbyterians predominate, 2238–2242——Difficulty of masters of diocesan schools getting paid by the clergy, in consequence of their receiving nothing from their livings, 2250–2256. 2263——Opinion in favour of the board building schools, and the grand juries supporting them afterwards, 2257–2259——Failure of the establishment of diocesan schools in the south of Ireland, 2260, 2261. 2264.

L.

Labour. Objection to labour, except as an accessary to instruction, before the age of fourteen, *Simpson*, i. 2350–2354——Advantage of the value of labour acquired by the agricultural system, *Duppa*, ii. 6216. 6220.

See also *Hours of Labour. Produce of Labour.*

Labour of Children. The objection of parents to sending their children to school, on account of wanting their labour, is obviated in Irish schools, by allowing the children to be absent from school when their labour is most wanted, *Blake*, i. 4135–4141.

See also *Parents.*

Labouring Classes. Effect of education on the views of the labouring classes with regard to labour, and in causing the aggregate produce to be greater with a smaller sacrifice of time, *Simpson*, i. 2355–2364——Grounds of their right to the free education of their children, *Simpson*, i. 2565.

See also *Agricultural Labourers. Lower Classes. Working Classes.*

Lambeth Palace. There are valuable Irish manuscripts therein, *D'Alton*, i. 892.

Lancaster, Mr. See *Mathematics.*

Lancasterian Schools:

1. *Generally.*
2. *Edinburgh.*

1. *Generally:*

Meaning of the term in Scotland, as distinguished between National and British and Foreign, *Simpson*, i. 2452——Supposed reasons for the Lancasterian system being suppressed from the Pope's dominions, *Wiseman*, ii. 5975–5985.

2. *Edinburgh:*

This school adduced as a proof that male instruction is better than female, *Simpson*, i. 2389, 2390——Anticipated failure of the subscriptions for, *Simpson*, i. 2451——System of moral and intellectual training adopted by Mr. Dun in this school, *Simpson*, i. 2976——Number of students under one master therein, *Simpson*, i. 2993.

Land. Increased possession of, in Zurich, since the French Revolution, from the extension of education, *Bowring*, ii. 5562–5564——Management of estates by the Commissioners of Irish Education; extent of their powers of leasing, *Quin*, i. 1668–1677, *Kyle*, i. 1898–1945, 2122–2136——Conditions required by the board for the appropriation of land for the erection of a school, *Macnamara*, i. 4314——Land should be attached to schools for agricultural purposes, *Hincks*, i. 239, *Simpson*, i. 2729–2732, *Duppa*, ii. 6347–6353——Land sufficient for the use of a teacher might be annexed to proposed schools in the nature of an endowment, *Blake*, i. 4222–4224——Land intended to be appropriated to the royal schools is vested in the trustees of the schools, *D'Alton*, i. 802, 803——The proposed board should have the power of purchasing land for the purpose of building schools, with powers of compensation and exchange, *Simpson*, i. 2718–2728, *Blake*, i. 3541–3552, *Knight*, i. 4923–4925.——*See* also *Royal Schools.*

Land Agents. Want of an educated class of land agents in Ireland; if the Irish peasantry had an equal education with the Scotch stewards, they would be preferred, *Ferguson*, i. 4555–4558.

Land Surveyors. Pupils educated as land surveyors in the Templemoyle School are superior to the general class of surveyors, *Ferguson*, i. 4569–4572.

Landed Proprietors. Extent to which proprietors of land should be taxed for the support of schools, *Blake*, i. 3579, 3580——Reasons why the assessments for the support of schools should fall on the proprietors of land, *Knight*, i. 4926——The education tax in Scotland falls lightly upon them, *Simpson*, i. 2538——Tax for repair of schools or payment of schoolmasters' salaries are made solely from the land in Aberdeen, *Knight*, i. 4936.

Languages:

1. *Ancient:*

Philology, or a critical and philosophical knowledge of the languages, is not sufficiently attended to in the English or Irish schools, *Bryce*, i. 16–18——Study of languages should commence at the age of fourteen, and not before, *Simpson*, i. 2296, 2297. 2301. 2324. 2368–2371——Examination as to whether the age of eight, ten or twelve is the best to begin the study of the ancient languages, *Mayo*, i. 5935*–5942*——Examination upon the period of life at which languages and the physical sciences should be learnt, *Duppa*, ii. 6338–6346——The time of youth is too much devoted to the study of, *D'Alton*, i. 866——The learned languages too much preferred to the cultivation of science, *Reid*, i. 4683–4691——Students should devote the time now principally devoted to Greek and Latin, to the sciences, English and composition, French and German, with one or two years to Greek and Latin, *Reid*, i. 4797–4802——Opinion in favour of the study of the learned languages, as a foundation of early education, rather than the physical sciences, *Jones*, i. 5673*–5681*——The magnificent endowments in the universities for the support of the dead languages is the reason of their continuing the primary object of education, *Simpson*, i. 2517——Absurdity of wasting eight or ten years in the study of the dead languages, which could be better learnt in two years after the age of fourteen, *Simpson*, i. 3191–3228——Mr. Cunningham's opinion as to the time necessary for the study of the dead languages after the age of fourteen, *Simpson*, i. 3229——The dead languages learnt in early life do not make a deeper impression on the mind than when learnt later, *Simpson*, i. 3234, 3235——Study of the learned languages at Bristol College is used as a means of developing the reasoning powers of the students; they are studied with reference to the manners and habits of the ancients, *Jerrard*, ii. 6806–6810. 6904–6906.

2. *Modern:*

With the exception of French, modern languages are not taught in the royal and diocesan schools, *Bryce*, i. 72——Mode of teaching foreign languages in the Belfast Academy, *Bryce*, i. 1095–1097——Provision should be made in proposed academies for the study of the modern languages, French, Italian and German, *Simpson*, i. 3252——Manner in which witness teaches the grammar of foreign languages with the practical acquaintance with the language, *Mayo*, i. 5900*–5905*——Opinion in favour of children being taught some modern language *vivâ voce* as soon as they have tolerably mastered their own, *Jerrard*, ii. 6800.

See also *Ages. Classics. English Language. French Language. Greek. Greek and Latin. Hebrew. Italian Language. Latin. Mathematics. Oriental Languages. Physical Sciences. Spanish Language. Speaking Latin and Greek.*

Lardner, Dr. Number of members attending his lectures at the Cork Mechanics' Institute, *Bullen*, i. 3994.

Latin Composition. Its study sufficiently attended to in the schools in Ireland, *Bryce*, i. 20–25——Extent to which practised in the royal schools, *Bryce*, i. 1306——Necessity for Latin composition; comparison of instruction in Latin in the English Catholic colleges, with those on the Continent, and with other colleges in this country, *Wiseman*, ii. 6540–6542.

Latin Language. Its study of great use, and, with management, will not interfere with other studies, *Bryce*, i. 46. 54——Two years should be the least period a student should attend the Latin course, *Porter*, i. 620——The quantity and quality of instruction in Latin superior in Irish to English schools not of the higher class, *Hincks*, i. 167——The grammatical study of the Latin language in Ireland is rather low, *Hincks*, i. 182–192——It is taught in the greater number of parochial schools in the north of Scotland, *Knight*, i. 5095–5098——Character of the Belfast Institution as regards the Latin class, *Porter*, i. 621, 622——Description of the Scotch mode of teaching Latin, *Bryce*, i. 29——It is studied to perfection in Rome, *Wiseman*, ii. 5948–5954. 6041–6045——Evils of its being learnt before the age of ten, *Jerrard*, ii. 6800——Mode in which taught in the Edinburgh High School, *Reid*, i. 4721–4724.

See also *Classics. Languages. Mathematics. Speaking Latin and Greek. Translations. Trinity College*, Dublin.

Latin Verse. Schools of Ireland are inferior to English schools in Latin verse composition, *Bryce*, i. 23——It is attended to in some schools, *Bryce*, i. 35–37——Extent to which practised at the Belfast Academy, *Parker*, i. 658, 659——Is useless in any view, and in its indiscriminate exercise is a great absurdity, *Simpson*, i. 3224.

Law. Advisable to have professors of law in institutions approaching to universities, *Bryce*, i. 1131–1136——Extent to which the study of the law is carried at Haileybury, *Jones*, i. 5640*, 5641*——Extent of restriction that has lately been put on the study of the law in Rome; nature of examinations; extent to which the study of the law is absolutely necessary for ecclesiastics, *Wiseman*, ii. 6500–6507.

See also *Legal Degrees. Medical and Legal Professions.*

Lay Colleges. Names of colleges and pupils and discipline adopted in lay colleges in Rome, *Wiseman*, ii. 6087–6095.

785

Leamy Bequest. Nature of the Leamy bequest for establishing a school in Limerick; proceedings in Chancery; suggestions for a private Act of Parliament for carrying the bequest into effect by means of a provincial college, *O'Brien*, ii. 6601–6605.

Leases. Lands belonging to Irish schools have, in some instances, been leased to the prejudice of the charities, *D'Alton*, i. 807.

Lectures. Should be permanently established in the colleges; extent to which they might be made use of in country academies, *Hincks*, i. 236–238——Advantage of a series of lectures on the philosophy of history, the history of arts, and other interesting subjects, to be delivered in the universities, *Wiseman*, ii. 6563——Advantages if government would send lecturers to the different institutions, *O'Brien*, ii. 6636, 6637——Pupils should be free to select those lectures most fitting for them, *Simpson*, i. 3256——Very inadequate information can be derived from lectures only; necessity for previous study, *Bullen*, i. 3776–3786——Course adopted in giving lectures at Bristol College; advantage of question and answer between pupil and lecturer, *Jerrard*, ii. 6863——Nature of lectures given at the Cork Institution, and evils of their being gratuitous, *Bullen*, i. 3696–3701——Managers of the Cork Institution have prepared a list of lectures to get names attached to, *Bullen*, i. 3775——Lectures at the Cork Institution failed, partly from having been given gratuitously, and the public not liking afterwards to pay for them; but the necessity for them being seen, the public are now willing to pay for them, *Bullen*, i. 3832–3842——To what extent instruction is given by lectures in the Edinburgh High School, *Reid*, i. 4715——Particular mode of lecturing in Haileybury; manner in which notes are taken by the students, *Jones*, i. 5606*–5618*——Nature of those delivered in the Limerick Literary and Scientific Institution, *O'Brien*, ii. 6613.

See also *Scientific Lectures. Universities.*

Lectures on Chemistry. Refusal of the Apothecaries Hall at Dublin to recognise lectures at the Cork Institution, *Bullen*, i. 3688——Description of lectures given, and terms of attendance, at the Cork School of Physic, *Bullen*, i. 3791——Objections by students that witness's practical course at Edinburgh is too short; difficulties of curtailing lectures and extending practice and joining the two, *Reid*, i. 4608, 4609——Period of each lecture, *Reid*, i. 4614——Number of pupils usually attending, *Reid*, i. 4618——Gentlemen of all ages, from ten to seventy, attend witness's lectures, *Reid*, i. 4622, 4623——Arrangement with regard to students going through practical course, or different parts of the same course, *Reid*, i. 4624, 4625——Lectures are opened to the public, and are to an extent illustrated by experiments, *Reid*, i. 4626–4628——Description of witness's symbolical representations, *Reid*, i. 4628–4632——Witness's classes are recognised by the Edinburgh College of Surgeons, by the Army and Navy Boards, and several boards of education, but not by the professors of the University, *Reid*, i. 4633——Many attend witness's lectures after leaving the High School and Academy, *Reid*, i. 4763*–4764*.

Leeds. See *Youth's Guardian Society.*

Lees, George. His invention of a cheap apparatus for physical and mechanical experiments, *Simpson*, i. 2892.

Legal Degrees. The granting degrees in law should be reserved to the University, *Bullen*, i. 3808, 3809.

Legislation. Science of legislation, at the Belfast Institution, might with more advantage be left to the collegiate department, than introduced into the school, *Hincks*, i. 436, 437——Advantageous if a good text-book could be formed for the study of the principles of English law and legislation, *Porter*, i. 711, 712——Advantage would result from the study of the elements of legislation, statistics and political economy, *D'Alton*, i. 876–879, *Bryce*, i. 1244–1251——Effect of defective education on legislation, *Simpson*, i. 3240——Improvements in legislation in Switzerland from education, *Bowring*, ii. 5570–5584.

Legislative Assemblies. They are open in almost every case, generally to both men and women, *Bowring*, ii. 5581.

Legislative Enactment. Necessity for legislative interference for founding an improved system of education, *D'Alton*, i. 852–855, *Simpson*, i. 2465–2467, 3339–3347, *Reid*, i. 4861–4878, *Rickards*, i. 5409–5415, *Mayo*, i. 6117*–6120*——The recent great measures that have been passed show the possibility of overcoming difficulties, *Simpson*, i. 3339–3343.

Leicester. See *Mechanics' Institutes.*

Leinster, Duke of. Great good has resulted from his being at the head of the Irish Education Board, *Blake*, i. 3370.

Leitrim, County. No bookseller's shop in the whole county of Leitrim, *Hincks*, i. 220.

Lending Libraries. Manner in which parochial lending libraries might be formed, and estimated expense, *D'Alton*, i. 914–919——Advantage of lending libraries attached to schools, which the board think of establishing, *Blake*, i. 4193–4196——Particulars as to the lending library of the High School, Edinburgh, *Reid*, i. 4726–4730——Are established in connexion with some factory schools, and the books sought after, *Saunders*, i. 5076.——*See* also *Libraries.*

Lessons on Form. Are used in witness's establishment as a preparation for geometry, *Mayo*, i. 5957*.——*See* also *Natural History.*

Lexicon Ciceronarium. Use of this work if it could be obtained in schools, *Hincks*, i. 191.

Liberty of the Subject. It would not be infringed by compelling education, *Simpson*, i. 2595.——*See* also *Compulsory Education.*

Libraries. Advantage of libraries being attached to schools, particularly if parents were allowed the use of them, *Simpson*, i. 2741, *Macnamara*, i. 4372, 4373, *Mayo*, i. 6070*–6074*——There should be books therein for the improvement of teachers, *Simpson*, i. 2881——Access of the students to the libraries in the Belfast Institution, on payment of certain fees, *Porter*, i. 639, 640——Amount of subscriptions to the school library in the Belfast Academy, number of books therein, and by whom selected, *Bryce*, i. 1098–1107——Distinct libraries in witness's establishment at Cheam for the use of senior and junior pupils, used only in hours of relaxation, *Mayo*, i. 6005*–6014*——The library at the Cork Institution has been of more essential benefit to the community than any other department, *Bullen*, i. 3705——It has fallen off since the withdrawal of the Parliamentary grant; medical works principally purchased, *Bullen*, i. 3712–3717, 3720——Libraries attached to Catholic chapels are of a religious and controversial nature; manner in which supported, *Macnamara*, i. 4370, 4371——Extent to which libraries are established in the English Catholic colleges for the use of the boys, *Wiseman*, ii. 6546, 6547.——*See* also *Lending Libraries.*

Libri Prohibiti. This work is out of print; its effects were limited; by what means books in it are obtained, *Wiseman*, ii. 5986–5988.——*See* also *Books*, 2.

Licences to Practice. They should not be confined to particular districts, *Bullen*, i. 3709.

Limerick City. Mandate of Queen Elizabeth, in 1583, for enforcing the establishment of diocesan schools by the bishop and clergy, *D'Alton*, i. 831.

See also *Literary and Scientific Institutions*, 2. *Mechanics' Institutes*, 3.

Limerick Diocesan School. Particulars relative to the negociations between the grand juries of the county and city of Limerick and the Commissioners of Education, relative to this school, and the refusal of the master to admit free scholars, *Quin*, i. 1435–1452, *Kyle*, i. 1853–1858, 2004, 2005, *O'Brien*, ii. 6580–6593.

Literary and Scientific Institutions:

1. *Generally.*
2. *Limerick.*

1. *Generally:*

They would follow as a matter of course, after the establishment of educational institutions, *Bullen*, i. 4028——Mode by which they should be founded and continued, *Bullen*, i. 4029–4031——Advantage of the extension of literary institutions, libraries, &c. under a board of education, *Mayo*, i. 6107*–6116*——Advantage that would result from an arrangement for communication between different literary societies, *O'Brien*, ii. 6630, 6631.

2. *Limerick:*

Particulars relative to the foundation of this institution; the difficulties it has to contend with; unsuccessful application to Government for assistance; report of the institution for 1835, *O'Brien*, ii. 6613–6629——Good effect of the different institutions in raising the intellectual character of the different classes in Limerick, *O'Brien*, ii. 6640.

Literary Men. Their qualifications for choosing professors of education, *Bryce*, i. 116.

Literature. Mode in which it is taught in the Belfast Academy, *Bryce*, i. 1076–1082——Cause of the extension of literary knowledge in Cork, *Bullen*, i. 3721–3725.

See also *Physical Sciences.*

Liverpool Mechanics' Institution. Nature of the system of education pursued in the school belonging thereto, *Simpson*, i. 3020.

Local Agents. Duties of local agents, as regards the management of school estates, *Quin*, i. 1552, 1659–1661——Competition for the situation of; extent of security taken, *Kyle*, i. 1887–1897.

Local Committees. Examination as to a local control of schools by parties paying assessments for their support, *Quin*, i. 1711–1718, *Simpson*, i. 2660——The parish committee should be elected by the rate-payers, with certain members *ex-officio*; duties and powers of that committee, *Simpson*, i. 2935–2953——Local committees in towns should be appointed by the town council, *Simpson*, i. 3279–3281——Cause of the preference of the town council and grand juries to a meeting of the rate-payers *en masse* for the appointment of local committees, *Simpson*, i. 3280–3284——Suggestions for the appointment of

Local Committees—continued.

of a committee of local managers; their powers over masters, and powers of the board over them, *Blake*, i. 3594–3614——Mode proposed of appointing local boards to manage the funds of collegiate institutions, and have power of suspension over the professors, *Bullen*, i. 3896–3906, 4021–4025——The choice of masters might be left to local managers, particularly if a list of those who had passed normal schools were published annually, *Muggeridge*, i. 5777–5780——Powers to be given to a local board as regards representations to the central board, and also the application of the funds of the school, *Mayo*, i. 6062*, 6063*.——*See* also *Teachers*.

Local Council, Switzerland. Powers with regard to government grants and endowments in Switzerland, *Bowring*, ii. 5821–5827.

Local Taxation. Hostility to the increase of, so great in the south of Ireland, that it would cause objections to the establishment of useful institutions, *Bullen*, i. 3865, *Macnamara*, i. 4346–4355.——*See* also *Taxation*.

Locke. Advocates the necessity of moral training, *Simpson*, i. 3191——His writings are against the indiscriminate and engrossing application of classical studies, *Simpson*, i. 3219.

Locke, on Government. Doubts whether this work is in the Index Expurgatorius, or whether it is translated into Italian, *Wiseman*, ii. 5938.

Logic. Mode by which it is taught in the Belfast institution, *Porter*, i. 641–646—In the Belfast academy, *Bryce*, i. 976–983—In the Bristol college, *Jerrard*, ii. 6860.

Lombardy. Admirable system of education therein, *Wiseman*, ii. 6498.

London Companies. On the plantation of Ulster the London companies were bound to have a free-school in every county of their settlement, and to endow it with lands, *D'Alton*, i. 830——Londonderry free-school partly built by subscriptions from, *Beresford*, i. 273——Their subscriptions to the Derry school are not permanently fixed, *Ferguson*, i. 4490.

London University. The great mistake in the London University lay in saying there shall be no religious instruction, *Bryce*, i. 1218——Mode of training in the English department of the school attached thereto, chiefly introduced by Professor Malden, *Simpson*, i. 3020.

Londonderry, Bishop of. Sum given by him towards building the Londonderry free-school, *Beresford*, i. 273. 276——Shares taken by him in the Templemoyle agricultural seminary, *Ferguson*, i. 4509——The bishop, and landed proprietors near Derry, are the committee and visitors, *Ferguson*, i. 4513.

Londonderry Diocesan School. Particulars relative thereto; grant of land by James I.; proceedings of common council of London in 1624; grants by the Irish society, *Ferguson*, i. 4449–4498——Cost of building the school; nature of funds; with greater economy a better structure might have been raised, *Beresford*, i. 263–282——It is not entitled to the term diocesan; the clergy do not contribute, *Beresford*, i. 294–302——Number of acres set out for on the settlement of Ulster in 1608, *D'Alton*, i. 829——The books used therein are of a more extensive nature than in other diocesan schools, *Quin*, i. 1490——Extracts from the records of the honourable the Irish society of London, *App. p.* i. 521–534——Accounts of the Londonderry free-school, from 1825 to 1834, *App. p.* i. 529–534.——*See* also *London Companies*.

Lord Lieutenant. Appoints those members of the commission of education who are not members *ex officio*, *Kyle*, i. 1826–1833——How far qualifications of masters are inquired into previous to their appointment by the lord lieutenant, *Kyle*, i. 1865–1868.

Louvre. In France, the Parisians of all ranks visit the Louvre, *Simpson*, i. 3323.

Lower Classes. A good system of education for the poor, as distinct from the rest of the people, can never exist, *Bryce*, i. 1261——Advantages that will be derived by the lower classes from education, *Simpson*, i. 3032, *Rickards*, i. 5377–5387, *Muggeridge*, i. 5504–5509——Advantage if Government would promote the intellectual recreations of the lower orders to check the inordinate use of whiskey, *Bullen*, i. 4003, 4004——Bad company and drunkenness, indulged in by them, are the results of a defective education, rather than the causes of immorality, *Macnamara*, i. 4384——The catholic clergy are generally favourable to the education of the lower orders, *Macnamara*, i. 4289——Nature of institutions in Limerick for their education, *O'Brien*, ii. 6595–6597——Effect of education on the lower orders in the Roman provinces, *Wiseman*, ii. 6498, 6499.
See also *Association of Children*. *Labouring Classes*. *Rome*. *Universities*.

Lunatic Asylum. There is one of the most extensive lunatic asylums in the country, in Cork, *Bullen*, i. 3794.

M.

Machiavelli. His works are prohibited in Rome on account of the immoral principles of politics which he is supposed to maintain, *Wiseman*, ii. 5988.

Machinery. Instruction should be given on the construction of machinery, or the application of natural philosophy to its improvement, *Hincks*, i. 428, *Porter*, i. 661–672——Machinery, which should abridge bodily toil, and leave reasonable leisure to the manual labourer, has been used only to overstock markets, *Simpson*, i. 3244——Manner in which the extension of education has done away with the feeling in Zurich against the use of machinery, *Bowring*, ii. 5559–5561——Extent to which mathematics is applied to machinery in Bristol college; wish for its being more fully carried into effect, *Jerrard*, ii. 6838–6841.

Macnamara, Very Rev. Dean. (Analysis of his Evidence, i.)—Resident at Burlf in Limerick, 4274–4276——Opposition of the Roman Catholic clergy to the particular mode of conferring education by the Kildare Place Society's schools, 4278–4286——The Catholic clergy are universally favourable to the system adopted in the schools of the board of national education, 4287, 4288——They are generally favourable to the education of the lower classes, 4289——General anxiety of the people for the education of their children, their contributions to the boards' schools, and reliance in them, 4290–4295——Time allotted to the religious instruction of pupils considered adequate, 4296, 4297——Whether the religious instruction being separated from the secular may not turn out an improvement upon the old system of the catechism being taught every day, 4298–4303.

Difficulty of procuring sites for school-houses from the opposition of Protestant landlords; necessity for legislative interference, 4306–4321——It would be more satisfactory that the board should erect the school and require the district to maintain the schoolmaster, the management of the schools being confided to a local committee, 4322–4325. 4356——Evils of the system of paying schoolmasters by fees; advantages of a salary in lieu; proposed amount, 4326–4345——Objections of the people to local taxation, and whether they would be diminished by the circumstance of its being for their benefit, 4346–4355——The people would not be satisfied unless the Catholic clergy have some choice in the selection of teachers; advantage of an annual list of those who had passed an examination at Dublin being diffused throughout the country, 4358–4362.

Unqualified approbation by clergymen of the books of the board; there would be greater sale of them if the board had depôts in county towns, 4363–4366——Libraries attached to the Catholic chapels are of a religious and controversial nature; manner in which supported, 4370, 4371——Libraries adapted to the lower orders and attached to schools would be made use of by parents, and be an inducement to send children to school, 4372, 4373——Advantage of education to the intellectual and moral habits of the population, which would be increased if a higher character of education were given, 4374, 4375——Effect of the education given by the Christian brothers on pupils in after life, 4375–4377.

The cultivation of music in schools would be a means of moral improvement, and extremely useful for religious purposes, 4382–4387——There is as much zeal shown by Protestants for education as by Catholics, 4388, 4389——Unsuccessful application to the board for aid in consequence of the opposition of a Protestant vicar, 4390——The Scriptures are not put into the hands of children by the Catholic church till a certain age; 4390–4394——Course of education in the schools belonging to the Ursuline nuns in Clare the same as in similar institutions in Cork, 4396–4400——Want of academies in Clare for the education of the middle classes; extent of the education obtained in private schools, 4401–4404.

An institution in Cork similar to the Belfast institution would be extensively frequented; contributions would be made if Government also assisted, 4405–4407——The Catholic clergy would approve of it, particularly if it was under the jurisdiction of the board and a local committee, they would not be anxious that religious instruction should be taught, 4407–4410——Nature of the Limerick mechanics' institute, and how supported, 4411–4424——Particulars relative to the library and scientific institution at Limerick; its scientific conversations and library; is also the only place where Catholics and Protestants mix without angry feelings, 4425–4431——Advantage of the establishment of such institutions in diminishing party prejudices, they should be supported by the board and local assessment; support that would be given by the Catholic clergy, 4432–4448.

Maestre Pie. Nature of this semi-religious order in Rome; its duties in conducting the education of females, *Wiseman*, ii. 5891–5900.

Magistrates. Magistrates in various towns and royal burghs of Scotland are the patrons of parish schools, *Knight*, i. 5009.

Male Teachers. See *Lancasterian Schools*, 2. *Teachers*, 1. *Wood*, Mr.

Manuals. The leading principles of instruction being laid down, competent persons should be invited to prepare corresponding manuals, *Mayo*, i. 6023*. 6030*.
See also *Books*, 1.

Manufacturers. Individuals from manufactories have applied to witness for information who, had they attended some of the most elementary courses in physical science, would have been enabled to save considerable sums in their respective establishments, *Reid*, i. 4803——Evasion by them of the Factory Act by discharging children under the age, *Saunders*, i. 5036.

Manufactures. Advantages that have resulted from the application of chemical instruction to manufactures, *Reid*, i. 4849–4854——They have suffered from an inadequate acquaintance with the principles of art, which may be remedied by cultivating in schools the application of arts to manufactures, *Reid*, i. 4853, 4854——Increase of foreigners coming to Switzerland for manufacturing purposes since 1830, *Bowring*, ii. 5588, 5589.

Manufacturing Districts. Instruction given in schools in the factory districts in Lancashire and Yorkshire is not of that benefit that the working classes require, *Rickards*, i. 5303, 5334, *Muggeridge*, i. 5419–5423——In some cases it arises from indifference, in some from want of means, and in some from considering the money paid and time occupied as a loss, *Muggeridge*, i. 5424–5426——Advantage of education to factory operatives, the benefit of which is felt by the employers, *Rickards*, i. 5372–5376, *Muggeridge*, i. 5501–5503——They would avail themselves of improved education if placed within their reach, *Rickards*, i. 5409–5415——Advantages in an intellectual, moral and political point of view, if the agricultural and allotment system could be introduced into the manufacturing districts, *Duppa*, ii. 6247–6253——Manufacturing population in Scotland have not the same means of education as the agricultural population; legislative enactment necessary for their education, *Knight*, i. 4897–4903.

Manuscripts. See *Irish Manuscripts. Vatican Manuscripts.*

Maps. Description of those used in the Belfast institution, *Porter*, i. 656——Extent to which instruction in drawing maps has been carried on in the Edinburgh high school, *Reid*, i. 4716, 4617——Doubts whether the system of making maps, as an aid to the study of geography, would be attended with sufficiently beneficial results, *Mayo*, i. 5915*–5919*——Objection to chronological charts, but not to geographical maps, *Wiseman*, ii. 6559, 6560——Advantage of them in the study of history, *Jerrard*, ii. 6833, 6834.

Marks. Specimen of marks for moral conduct, and intellectual improvement in Bristol college, *Jerrard*, ii. 6891.

Marriages. Education has diminished improvident marriages in Geneva, *Bowring*, ii. 5558.

Mass. Regulations against the performance of mass in school-houses, *Blake*, i. 3467.

Masters. See *Lancasterian Schools*, 2. *Teachers.*

Maternal Education. If properly conducted will obviate the necessity of future corporeal punishment, *Hincks*, i. 452——Interest taken by mothers in the lectures on the science of education, and beneficial results expected therefrom, *Bryce*, i. 961, 962.
See also *Infant Schools.*

Mathematics. The original invention of demonstrations, and practice of mathematical exercises is not much attended to in schools, *Bryce*, i. 68, 69——Mathematics, and Latin and Greek, should not be taught by the same person, *Bryce*, i. 148, 149——The higher mathematics should not be taught in elementary education, *Simpson*, i. 2370——Extent to which the study is carried in the Belfast institution, *Hincks*, i. 250, 251. 425, *Porter*, i. 660–663——In the Belfast academy, *Bryce*, i. 984——Superior manner in which they are taught in the Collegio Romano, *Wiseman*, ii. 6049——Advantages of the plan pursued for the study of mathematics in the Bristol college, *Jerrard*, ii. 6825–6832. 6835——Mr. Lancaster's plan of teaching them by the monitorial system has been a failure, *Knight*, i. 5126.——*See* also *Ages. Classics and Mathematics.*

Matthiæ's Grammar. The abridgment of Matthiæ's grammar, by the present bishop of London, though it has gone through several editions in England, has not been much in circulation in Ireland, *Hincks*, i. 177.

Mary, St., or Oscott College. Catholic collegiate establishment; number of students; plan for a new building put in, *Wiseman*, ii. 6512, 6513——Nature of the religious instruction given there, *Wiseman*, ii. 6535——Italian and German are now studied there; Hebrew is expected to follow, *Wiseman*, ii. 6541——Society of boys there, for pursuing the studies of natural history and philosophy, *Wiseman*, ii, 6544——In the new building there will be a botanical garden, museum and laboratory, *Wiseman*, ii. 6545.

Mayo, Rev. *Charles*, D. C. L. (Analysis of his Evidence, i.)—Conducting an establishment at Cheam, of 50 pupils, 5790*–5792*——Opportunities witness had of witnessing the practical working of Pestalozzi's system at Yverdun, 5793*–5804*——Comparison between the leading principles of De Fellenberg and Pestalozzi, 5805*–5807*——Nature of the leading principles of Pestalozzi, 5808*–5810*——Application of those principles to institutions in this country; course of instruction adopted in witness's establishment at Cheam, 5811*–5827*——Manner in which religious instruction is taught, and devotional exercises conducted among pupils of different churches, but of the same persuasion, 5828*–5835*——Mode adopted of teaching the Scriptures, 5836*–5844*——Further evidence upon the study of the Scriptures, and preferring the use of the whole volume to selections,

Mayo, Rev. *Charles*, D.C.L. (Analysis of his Evidence, i.)—*continued.*

selections, 5845*-5863*——Controverted points of religion are gone into; parents widely dissenting from the church of England would not place their children in witness's establishment, 5864*-5866*.

Opinion relative to the mode in which the catechism should be taught, 5868*-5872*——Evils that result in after life from an incorrect and incomplete manner of communicating religious instruction, 5873*-5877*——Teaching several branches together does not interfere with the clearness of perception necessary for the acquisition of knowledge; manner in which the activity and intelligence of the child is increased by varying his course of study, 5878*-5883*——Course pursued in teaching lessons on objects; manner in which it conduces to the study of the different branches of natural history, 5884*-5891*——Extent to which pupils make collections of minerals, &c.; its effect on the faculty of observation, 5892*-5894*——Great attention to the study of the various branches of natural history does not militate against the study of the more abstract departments of knowledge, 5895*-5897*.

Mode adopted by witness of teaching the English language, 5898*-5900*——Manner in which witness teaches the grammar of foreign languages, with the practical acquaintance with the language, 5900*-5905*——Extent to which composition is taught, 5906*, 5907*——Mode of composition adopted by the Abbé Girard, at Fribourg; no difficulty in introducing it into this country, 5908*-5912*——Mode of teaching geography; based on the Pestalozzian principle, 5913*-5924*——Nature of the system adopted of teaching arithmetic; manner in which mental arithmetic is practised, 5925*-5934*——Examination as to whether the age of eight, 10 or 12, is the best to begin the study of the ancient languages, 5935*-5942*——Expurgated editions of the classics are getting more into use in schools; manner in which the effect of the false morality of the classics is counteracted, 5943*-5948*——Manner in which, in witness's establishment, the classics are taught by means of extracts, 5949*, 5950*.

Age at which, in the study of ancient or modern languages, it would be desirable to place writers in chronological order before pupils, 5953*-5956*——Mode of teaching geometry by means of physical illustrations; how far geometry applied to the practical purposes of life, 5957*-5962*——Advantages of drawing as a general branch of instruction, 5963*-5965*——Advantages of singing; extent to which it is taught in witness's establishment, 5966*-5973*——Course of history pursued; description of text books, 5974*-5979*——At an advanced period mental education may be introduced with advantage, 5980*-5982*——Mode adopted of maintaining internal discipline in the establishment, 5883*-5889*——The system of taking places is not adopted; manner in which each boy's place is determined by monthly examination; effect of that plan on the feelings of the mind, 5990*-6003*.

[Second Examination.]—Distinct libraries in witness's establishment, for the use of senior and junior pupils, used only in hours of relaxation, 6005*-6014*——Exercises on particular subjects treated of in works, with reasons of supporting a particular subject, might be applied in elementary schools, with good masters and good manuals, 6015*-6023*——Examination upon the establishment of normal schools, and of a board of national education for their being subject to; from and by whom teachers should be chosen, 6023*-6040*——There should be different grades of elementary schools; those in the poorest districts should have the greatest share of Government assistance; assessment better than the voluntary principle for national education, 6041*-6045*—— By whom teachers should be examined; means should be taken of giving publicity to the relative qualifications of teachers, 6046*-6049*.

Means of promotion that should be taken to make the profession of education more eligible, 6050*-6052*——Difficulty of disseminating the knowledge of good modes of instruction, 6053*-6055*——Advantage that would result from a board of education, as regards collecting and communicating reports, 6056*, 6057*——Very short notice of inspection of schools is adviseable to be given, 6058*-6061*——Powers to be given to a local board as regards representations to the central board, and also the application of the funds of the school, 6062*, 6063*——The lowest grade of education should be provided for without payment; nature of such education, 6064*-6069*——Advantage of libraries being attached to schools, particularly if parents were allowed the use of them, 6070*-6074*——When mothers are better educated, infant schools may be done away with, 6075*-6077*——Both sexes might be educated together up to the age of ten, 6078*-6080*——Extent of religious instruction that should be confided to the master and the pastor, 6081*-6084*.

Particulars as to the second grade of elementary education, 6085*-6087*——Nature of the division in education of the middle and higher classes after the age of twelve, 6088*-6095*——Extent to which the study of the fine arts should be carried, 6096*-6098*——The study of the physical and practical sciences could with advantage be introduced into the colleges and academies destined for the middle classes, 6099*-6100*——Mode by which professors should be taught and appointed, 6101*, 6102*——Similar means might be taken for institutions for the middle classes as regards Government aid, local control, and periodical reports as proposed for elementary shools, 6103*-6105*——Advantage of the extension of literary institutions and libraries under similar management, 6107*-6116*——Constitution of the board to be defined by legislative enactment, 6117*-6120*——Particular mode of teaching composition in witness's establishment, 6121*-6129*——Names of schools in which the principles of Pestalozzi are carried into operation with good effect, 6130*.

Meath,

Meath. In the diocese of Meath the appointment of schoolmaster is in the bishop, *Quin*, i. 1401.

Meath and Ardagh School. In this case the board enforced their power of compelling the master to take free scholars, *Kyle*, i. 2002. 2016.

Mechanical Instruction. Advantage of schools being furnished with the means of mechanical instruction, *Simpson*, i. 2743.

Mechanical Labour. Nature of, in agricultural schools; out-door labour preferred, *Duppa*, ii. 6180.

Mechanics. Their education should be suited to their line of life, *D'Alton*, i. 912, 913——Feeling of mechanics in Cork with regard to education, *Bullen*, i. 3986-3988——Difficulties they meet with from want of instruction in the physical sciences or arts of design, *Reid*, i. 4855——Improvements in mechanics of late years in Rome, *Wiseman*, ii. 6481–6484.

Mechanics' Institutes:

1. *Generally.*
2. *Cork.*
3. *Limerick.*

1. *Generally:*

They might be placed under the jurisdiction of a board of education, *Muggeridge*, i. 5511–5513——Would not be usefully connected with universities, *Bryce*, i. 1303——There is one established at Leicester, and another at Derby, *Saunders*, i. 5075——Advantages of mechanics' institutions in Scotland, *Knight*, i. 5223–5226.

2. *Cork:*

The one at Cork is particularly flourishing, which may be considered as a direct result of the Cork institution, *Hincks*, i. 227——There is a drawing school there, *Bullen*, i. 3751——The lectures delivered there are attended by a different class to those attending the Cork institution, *Bullen*, i. 3838–3842.

3. *Limerick:*

Particulars relative thereto; the only place where catholics and protestants may mix without angry feelings, *Macnamara*, i. 4425–4431——Such institutions would diminish party prejudices; should be supported by the board and local assessment; catholic clergy would second it, *Macnamara*, i. 4432–4448——Abstract of income and expenditure of the Limerick mechanics' institute, 1835; nature of the institution, *O'Brien*, ii. 6635.

Medical Degrees. They should be granted by a central board, or by travelling commissioners, *Porter*, i. 727–729——Objections to the memorial of the proprietors of the Cork Institution arose from the prayer for leave to confer degrees being opposed by learned bodies having a monopoly of advantages arising from their privileges, *Bullen*, i. 3650, 3651.

Medical Profession. Opportunities for the study of: In Cork, *Bullen*, i. 3793-3796—In Rome, *Wiseman*, ii. 6438–6440,

Medical and Legal Professions. Difference between them as regards a previous course of study, *D'Alton*, i. 875.

Medical School. Proposed intention of forming a medical school in the Belfast Institution, *Porter*, i. 721–726——If successful, it should have the power of granting medical degrees, *Porter*, i. 739.

Members of the University of Dublin. Alteration made by the Reform Bill as regards the Members for the University being *ex officio* Members of the Board of Commissioners of Education, *Kyle*, i. 1805.

Mental Philosophy. Statement of mental philosophy, or analysis of human faculties, upon which the proposed system of education is founded, *Simpson*, i. 2955——Names of men of eminence in this and other countries who support that system, *Simpson*, i. 2956——Importance that the youthful student should be possessed of a complete analysis of the human powers, *Simpson*, i. 2958–2960——The system of mental philosophy taught in almost all the schools in Rome is that of Locke and Condillac, *Wiseman*, ii. 5938——System of mental philosophy in the Collegio Romano, *Wiseman*, ii. 6064, 6065.

Mental Science. Cause of its occupying a prominent place in the college course of the Belfast Institution, *Porter*, i. 700——It did form one of the classes of the Institution at Belfast, but at present is the subject of strife between the Institution and the Synods, *Bryce*, i. 1242, 1243——Extent to which mental science is pursued in Bristol College, *Jerrard*, ii. 6859, 6860——At an advanced period, mental education may be introduced with advantage, *Mayo*, i. 5980*–5982*.

Mercantile Classes. Among the mercantile classes the course of study should be suited to the line of life, *D'Alton*, i. 912, 913.

Merit Tickets. Disapproval of the system of merit tickets adopted at Bruce Castle, Tottenham, *Simpson,* i. 3046.

Metrical Composition. Evils of the waste of time necessary for acquiring it before attaining university honours, *Jerrard,* ii. 6842–6853.
See also *Greek and Latin Verses. Versification.*

Metropolitan University. Suggestion for establishing, *Jerrard,* ii. 6898–6900.

Middle Classes. Comparative knowledge of the middle classes in Ireland and England, *Porter,* i. 696–699——Want of means of obtaining a good education is one cause why a middle class is not formed in the south and west of Ireland, *Bryce,* i. 1039–1040——Increased cultivation of the fine arts amongst the middle classes in Cork, *Bullen,* i. 3752——They have day schools, but no extended system of education in Cork, *Bullen,* i. 3620, 3621. 3964, 3965——Want of academies in Clare for the education of the middle classes; extent of education obtained in private schools, *Macnamara,* i. 4401–4404——Defective state of the education for the middle classes; few foundations for that purpose between elementary and university education, *Jones,* i. 5744*–5746*——No institution in Limerick for the useful education of the middling classes, *O'Brien,* ii. 6594.
Necessity for providing adequate education for the children of the middle classes in Ireland, *Bryce,* i. 1261, *Quin,* i. 1724–1729, *Simpson,* i. 2345, *Blake,* i. 4201–4212. 4214, *O'Brien,* ii. 6608–6610——It would be better, as regard the education of the middle classes, to lower the fees of schools, and abolish gratuitous education, *Quin,* i. 1730–1736——Opinion in favour of reducing the high salaries of masters, and making them more dependent on fees, and applying the surplus saved to founding schools for the middle and lower classes, *Kyle,* i. 2044–2064——In institutions for the middle classes, the same principles should govern as adopted for elementary schools, *Blake,* i. 4225, *Mayo,* i. 6103*–6105*——Course of education that should be given to the middle classes, *Jones,* i. 5753*–5761*——In institutions for the education of the middle classes, there should be one course of instruction, preliminary and obligatory, and another portion in part optional, *Jones,* i. 5667*–5669*.——*See* also *Physical Sciences. Sciences.*

Middle and Upper Classes. Whether the advantages of the Royal schools could not be extended to the middle classes, without prejudice to the interests of the higher, *Kyle,* i. 2112–2115——Manner in which the pursuits of the middle and upper classes indicate a defective education, *Simpson,* i. 3182–3185. 3241, 3242.

Middleton. There is an excellent private school there, *Bullen,* i. 3822.

Milan. There are extensive establishments there for educating the poor, and instructing them in trades, *Wiseman,* ii. 6141.

Military and Naval Academy, Edinburgh. Extent to which proposed system of education is carried on therein, *Simpson,* i. 3019.

Miller, Dr. Letter from him, showing the honours taken at the University by the scholars of Armagh school, *Kyle,* i. 1882.

Milton. In his treatise on education, he advocates the necessity of moral training, *Simpson,* i. 3191——Instance showing the correctness of his observation against the early study of Latin and Greek, *Jerrard,* ii. 6800——An edition of a particular date is in the Index Expurgatorius, though the work is constantly reprinted both in Italian and English, *Wiseman,* ii. 5990.

Mineralogy. How far mineralogy is connected with witness's course of chemical lectures, *Reid,* i. 4634, 4635——Suggestions for the establishment of societies in towns for collecting specimens, *Reid,* i. 4654–4658——Opinion relative to apparatus for experimenting on minerals, *Reid,* i. 4650–4653——Advantage of the American plan of exchanging specimens of minerals, *Reid,* i. 4662——There is no class of, in the Collegio Romano or the Seminario, *Wiseman,* ii. 6067.

Minister of Public Instruction. Proposed system for the establishment of a minister of public instruction, *Simpson,* i. 2666——He should be a permanent officer, *Simpson,* i. 2675, 2676——Should have a seat in Parliament, *Blake,* i. 3397. 3409——Also a high salary, *Blake,* i. 3410——Opinion in favour of the appointment of, with a council, *Blake,* i. 3395–3404.——*See* also *France.*

Ministers, His Majesty's. Advantage if one of His Majesty's ministers were connected with the board of education *ex-officio, Muggeridge,* i. 5489.

Model School. A model school should be attached to one in which the lectures on the science of education are given, *Bryce,* i. 975.

Models. They would be useful for the study of antiquities, *Hincks,* i. 367–370——Nature of the collection in the Belfast Institution, *Porter,* i. 668——In the Cork Institution, *Bullen,* i. 3760–3762——Models of ancient buildings would be advantageous in colleges, but would be a more expensive mode of illustration than casts, *Wiseman,* ii. 6555–6557.
See also *Casts. Latin.*

Modern Languages. See *Languages,* 2.

773

Mommiers. Less excitement than formerly in Switzerland as regards them, *Bowring*, ii. 5815.

Monaghan. The school house built by grand jury presentment, *Quin*, i. 1346.

Monasteries. Monasteries and the Universities were the only chance of education in the age in which they were established, *Simpson*, i. 2513.

Monastic System. Is objectionable in any shape for education, *Simpson*, i. 3186. 3351.

Money Lessons. This work has been published separately by the board, and is much sought for both at home and abroad, *Blake*, i. 4173, 4174.

Monitorial System. Might be applied where there is regularity in schools, *Hincks*, i. 439–444——With trained monitors or students of the science of education, *Bryce*, i. 1051–1059——Advantage of, under a proper application of it, *Simpson*, i. 3116–3133——Advantages and disadvantages of, *Jerrard*, ii. 6863–6865——Comparison between the individual and monitorial system, and in what manner the latter might be improved, *Knight*, i. 5102–5129.——*See* also *Mathematics.*

Monte Pincio. School for females opened at this convent by the French nuns of the Sacré Cœur, *Wiseman*, ii. 6004.

Monte Porzio. Nature of the education in this commune, which is a model of all the others, *Wiseman*, ii. 5870.

Moral Education. Its nature, *Simpson*, i. 2279——Society cannot go on without selfish feelings; the object of moral training is to subdue them, *Simpson*, i. 3063——Great writers on education who have dwelt on the necessity of good moral training, *Simpson*, i. 3191——Encouragement of the stimulants of fear and emulation is disadvantageous, and may be done away with by the exercise of the higher moral feelings, *Simpson*, i. 3049–3052——Advantages of the agricultural system as regards moral training, *Duppa*, ii. 6241–6246——Course adopted in the Bristol College as regards moral education, *Jerrard*, ii. 6866——Defects in the moral control over students in universities constituted as the English universities, *Jerrard*, ii. 6736–6739.

Muggeridge, R. M. (Analysis of his Evidence, i.)—Superintendent of factories, 5416, 5417——Deficiency in moral and intellectual instruction in manufacturing districts in the north of England, and causes, 5419–5426——Opinion in favour of compulsory education for the lower orders; mode of compulsion to be adopted, 5427–5437——Evils of ignorant schoolmasters; necessity for teachers being educated in a sort of college, or made to attend lectures to be established in a college, 5438–5445——Objection to the mode adopted in schools of using the Bible as a whole; advantage of Scripture selections, 5446–5456.

Religious instructions should not be given in the schools, but by pastors in the church communion, 5457, 5458——Necessity for Government bearing the whole expense of the new system of education, a general rate being levied, and gratuitous instruction given, 5460–5476——The choice of masters might be left to local managers, particularly if a list of those who had passed normal schools were published annually, 5777–5780——The diligence of masters would be encouraged if they were allowed to be promoted from an inferior to a higher school, 5481, 5482——Suggestions for the appointing boards of national education in either kingdom, communicating with each other, and being responsible to a minister of public instruction, 5483–5497.

The compulsory education clause in the Factory Act should have been accompanied with a power to establish schools where none exist, 5498–5500——Manufacturers find their educated workpeople more orderly and better than those who have not been so educated, 5501–5503——Evils to the lower orders from the want of education and religious instruction, 5504–5509——The powers of the board should at first be confined to elementary education, and should not extend to academical and collegiate; mechanics' institutes and other institutions for subsidiary education might be placed under their jurisdiction, 5511–5513——Constitution of the board would lay the foundation of a more correct and extended arrangement of educational statistics, 5517–5520.

Municipal Corporations, Rome. How far they contribute to the support of secondary universities in Rome, *Wiseman*, ii. 6442–6444.

Municipal Franchise. Should be denied to those not qualified by education, *Simpson*, i. 2643.

Murders. Number of murders committed in Rome; supposed cause; comparison with London, *Wiseman*, ii. 6461–6472. 6485, 6486.

Murray, Messrs. Establishment by Messrs. Murray, of the Caledonian Pottery at Glasgow, of a school, and means of recreation for the workpeople, *Simpson*, i. 3335.

Murphy, Dr. Valuable library of Dr. Murphy, the Catholic Bishop of Cork, *Bullen*, i. 3768–3770.

Museums. Evidence in favour of the Board of Education having jurisdiction over museums, galleries, &c., *Blake*, i. 4229–4235——Extent to which the pupils at Cheam make collections of minerals, &c.; its effect on the faculty of observation, *Mayo*, i. 5892*–5894*——Manner in which the boys contribute to De Fellenberg's school museum, *Duppa*, ii. 6233. 6240——Extent of the museum in College-square, Belfast, and subscriptions for its advancement, *Hincks*, i. 339–342. 485, 486——That of the Cork Institution has not increased so much as it ought to have done, though it has been accumulating, *Bullen*, i. 3706, 3707——The want of a good school attached to it was a cause of little interest being taken in it, *Bullen*, i. 3710——It is in a better state now than when the institution had more money, *Bullen*, i. 3756–3759——The want of an adequate building prevents the Limerick Literary Institution from having a museum, *O'Brien*, ii. 6613*–6616——Witness is building a museum at Edinburgh; his establishment is sufficient as far as utility is concerned, *Reid*, i. 4636——Nature of museums, libraries, &c. that exist in Rome, *Wiseman*, ii. 6475–6477——Expense to Government of museums and collections; bequests of private individuals; access of the public, and strict propriety with which the lower orders conduct themselves, *Wiseman*, ii. 6488–6497——It would be advantageous if museums and collections were attached to the different colleges, *Wiseman*, ii. 6548.

Music. Vocal music should be taught in schools, but not instrumental, *Simpson*, i. 3026–3031——Advantage of the introduction of music into general education; preference in favour of separate music schools, *Knight*, i. 5531–5543——Cultivation of musical talent in Cork, *Bullen*, i, 3753——Increasing knowledge of, among the mechanics of Cork, *Bullen*, i. 4001, 4002——Advantages of promoting it, *Bullen*, i. 4007——Its cultivation would be useful for moral and religious purposes, *Macnamara*, i. 4382–4387——Effect of the action of music on the mind, *Reid*, i. 4792——Excellent manner in which music is taught in the school of San Michele at Rome, *Wiseman*, ii. 6128——Instrumental music taught in the Termini, *Wiseman*, ii. 6129——Sacred music taught in the schools, and performed extremely well, *Wiseman*, ii. 6130.——*See* also *Singing*.

Mutual Instruction. System of, is found to answer in agricultural schools, *Duppa*, ii. 6203, 6204.

N.

Naples. There is less encouragement given to education there than in other parts of Italy *Wiseman*, ii. 6508.

National Academy, Limerick. Prospectus of the National Academy, Limerick, and examination thereon, *O'Brien*, ii. 6597–6599.

National Education. Reasons showing the necessity for education being made a national object, *Simpson*, i. 2325–2331——Education being an object of national importance, the funds for its establishment and support should be provided by the nation, *Simpson*, i. 2410–2417——Existence of a systematic arrangement of national instruction in Prussia and America, *Simpson*, i. 2522–2524——Under a vigilant press and vigilant legislature, national education could not be converted to State purposes by the Government of the day, *Simpson*, i. 2775——Proposed mode of obviating the risk of precariousness in the support of national collegiate establishments, in the event of the building being erected at the Government expense, *Jerrard*, ii. 6788–6791.

National Education, Ireland. The books of the national society are better than those of the Kildare Place society, *Simpson*, i. 2876——The catholic clergy are universally favourable to the system adopted in the schools of the Board of National Education, *Macnamara*, i. 4287, 4288——Contributions of the people to the board's schools and reliance in them, *Macnamara*, 4290–4295——Rules or general instruction pursued in the national schools, *Blake*, i. 4125–4127, *p.* 357.
See also *Board of National Education. Education. Government.*

Native Artists. Cause of the institution of the society of native artists in Cork, *Bullen*, i. 3735–3739.

Natural History. Desire for the study of, *Hincks*, i. 216——It is not sufficiently taught in the Belfast Institution, or in any seminary for general education in the British empire, *Hincks*, i. 344, *Porter*, i. 676. 680——Advantage of the study of, *Porter*, i. 681–689, *DAlton*, i. 898, 899——Branches that are comprised in the course of the Belfast Academy, *Bryce*, i. 997, 998——Extent to which students are instructed therein in Bristol College, *Jerrard*, ii. 6797–6799——Nature of Mr. Price's lectures on natural history and interest taken by the students therein, *Jerrard*, ii. 6861, 6862——Manner in which lessons on objects conduces to the study of the different branches of natural history, *Mayo*, i. 5884*–5891*——Great attention to the study of the various branches of natural history does not militate against the study of the more abstract departments of knowledge, *Mayo*, i. 5895*–5897*——No course of in the Collegio Romano or Seminario, *Wiseman*, ii. 6067.

Natural Philosophy. Is not learnt in Irish schools to as great extent as would be desirable, *Hincks*, i. 205, 206——Nature of the course in the Belfast Institution, *Hincks*, i, 344, *Porter* i. 666–675——In the Belfast Academy, *Bryce*, i. 985——In Bristol College, *Jerrard*, ii. 6797–6799. 6855–6858.

Natural Science. Order in which the different branches of natural science should be presented to the mind, *Jerrard*, ii. 6862.

745

Natural Theology. Is inseparable from science and truth, *Simpson*, i. 2901.

Neapolitans. They are always roused and very seldom commit any great crime, *Wiseman*, ii. 6487.

Netherlands. When the constitution was rejected, the King of Holland declared all absentees favourable to his constitution, *Bowring*, ii. 5572.

Neuchatel. Education universal there, *Bowring*, ii. 5583——Cause of bitter feelings between this canton and others, *Bowring*, ii. 5584——Difference between the legislative and executive bodies of Neuchatel and Thurgovia, *Bowring*, ii. 5742–5744.

Newcastle-upon-Tyne. Nature of the education pursued in the school of Mr. Bruce, of Newcastle-upon-Tyne, *Simpson*, i. 3019.

New England. Education is free there, and the system works unexceptionably, *Simpson*, i. 2561——Compulsory system acted on with salutary effects, *Simpson*, i. 2610.

Newspapers. Necessity for newspapers in the Limerick Institution, *O'Brien*, ii. 6623——Number of newspapers in Switzerland since 1830 has increased; the acerbity of the press is diminishing, *Bowring*, ii. 5578, 5579. 5614, 5615.

Newtonian Theory. The objection thereto which formerly existed in Rome is not now in force, *Wiseman*, ii. 6398.

Nomination to Haileybury. Patronage for nomination is in the directors; improvements suggested in the mode of nomination, *Jones*, i. 5586*–5588*.

Normal Schools. Professorships of Pedagogie attached to the universities on the continent would have been of more use than normal schools, *Bryce*, i. 974——Necessity for teachers being educated in a sort of college, *Muggeridge*, i. 5438–5445——Necessity for establishing some means of instruction in the science of teaching, *Jerrard*, ii. 6801–6803——Progress made by the Irish board in the establishment of normal schools, *Blake*, i. 4064–4079——The local council should have power to prevent a system of education unacceptable to the people being forced upon them by means of normal schools, *Jerrard*, ii. 6727–6731——The board should establish normal schools immediately; course of instruction proposed, *Simpson*, i. 2745, 2746.

Necessity for the establishment of normal schools, *Blake*, i. 4064–4079, *Reid*, i. 4807–4809, *Knight*, i. 4981–4990, *Rickards*, i. 5341–5349, *Jones*, i. 5747*–5752*. 5766*, *Mayo*, i. 6023*–6040*, *Jerrard*, ii. 6716–6718. 6863. 6875. 6889. 6895–6897——How far they should be under the jurisdiction of the board of education, *Reid*, i. 4807–4809, *Knight*, i. 5000–5008, *Mayo*, i. 6023*–6040*, *Jerrard*, ii. 6719–6721——It would be better that lectures on education should be given at an university, than that there should be a separate school, *Bryce*, i. 967——Opinion against establishing professorships at the universities, *Blake*, i. 4080–4094, *Jerrard*, ii. 6732-6739——They should not supersede the necessity for university education, *Knight*, i. 4981–4990——Mechanical arrangement of a normal school, *Simpson*, i. 3083, 3084——Number of seminants that might be taught in one normal school, *Simpson*, i. 3079, 3080.

Nature of examination previous to admission into the normal school, *Blake*, i. 4118–4123——Ages at which seminants should commence in the normal schools on their first foundation, and eventually, *Simpson*, i. 3107——Advantage of monitors being drafted off to receive normal education, *Simpson*, i. 3108, 3109——Masters should be instructed therein for a limited time, *Blake*, i. 3598–3600——The present race of schoolmasters should visit them periodically, *Duppa*, ii. 6294——They should require no gradations, *Simpson*, i. 2761——Opinion upon the division into classes adopted by De Fellenberg at his normal school at Hofwyl, *Simpson*, i. 2762——Extent to which they have been established in Switzerland, *Bowring*, ii. 5616. 5620——Associated normal school in Thurgovia and St. Gall for the education of teachers, *Bowring*, ii. 5782, 5783.

See also *Bursaries. Guiseppe Calasardzio, St. Seminants. Teachers.*

Normal School of Chemistry. Establishment of a normal school of chemistry in witness s lecture room, *Reid*, i. 4637.

Normal School, Edinburgh. Witness has introduced his plan there at the request of Professor Pillans, *Reid*, i. 4807.

North West of Ireland Society. Templemoyle agricultural seminary founded in connexion with this society; amount of their donation to the society, *Ferguson*, i. 4509——Advantage to the agriculture of the district from the branch societies' meetings, *Ferguson*, i. 4560.

O.

Objects. Advantages of teaching by means of natural objects instead of the names of things, *Reid*, i. 4779–4782——Course pursued at Cheam in teaching lessons on objects, *Mayo*, i. 5884*–5891*.——*See* also *Natural History.*

O'Brien, William Smith, M. P. (Analysis of his Evidence, ii.)—Particulars relative to the negociations between the grand juries of the county and city of Limerick, and the Commissioners of Education relative to the diocesan school of Limerick, and the refusal of the master to admit free scholars, 6580–6593——No institution in Limerick for useful education for the middling classes, 6594——Nature of institutions in Limerick for the education of the poorer classes, 6595–6597——Prospectus of the national academy at Limerick, and examination thereon, 6597–6599——Nature of the Leamy bequest for establishing

O'Brien, William Smith, M. P. (Analysis of his Evidence, ii.)—*continued.*

establishing a school in Limerick; proceedings in Chancery; suggestions for a private Act of Parliament for carrying the bequest into effect by means of a provincial college, 6601–6605——Advantage of a principle of assessment over voluntary contribution for the support of education, 6606, 6607——Necessity for the state providing the means of education for the middling classes, 6608–6610——The thirst for education in Ireland will obviate the necessity of compulsion, though it might be necessary if that thirst did not exist, 6611, 6612.

Particulars relative to the foundation of the Limerick literary and scientific institution, the difficulties it has to contend with, unsuccessful application to Government for assistance; report of the institution for 1835, 6613–6629——Advantage that would result from an arrangement for communication between different literary societies, 6630, 6631——Abstract of income and expenditure of the Limerick mechanics' institute 1835; nature of the institution, 6635——Advantages if Government would send lecturers to the different institutions, 6636, 6637——Board of education should have the superintendence of subsidiary institutions, particularly as regards reports, 6637, 6638——Good effect of the different institutions in raising the intellectual character of the different classes in Limerick, 6640.

Old Hall Green. See *Edmunds, St., College.*

Offices. Government, by a judicious application of public money, might effect the object of properly educating public functionaries, *Porter,* i. 589——Those who require higher qualifications for office should depend on certificate of education, *Simpson,* i. 2649, 2650——If candidates for, were bound to receive a certain collegiate education, it would divert a portion of intellectual exertion from the learned professions, *Bullen,* i. 3957——Making education a qualification for office should be used as a means of compulsory education, *Muggeridge,* i. 5432–5435.

Oriental Languages. Facilities at Rome for the acquisition of the languages west of Asia, *Wiseman,* ii. 6390——Can only be studied at the two great universities of Rome or Bologna, *Wiseman,* ii. 6449, 6450.——*See* also *European and Oriental Education.*

Orphans. Mode adopted as to their education in Switzerland, *Bowring,* ii. 5705.

Oscott College. See *Mary's, St., or Oscott College.*

Osler, Thomas. (Analysis of his Evidence, i.)—Examination upon tabular statement relative to education in charitable schools within the Circular Road, Dublin, 2684–2696.

[Second Examination.]—Examination upon the expenditure of the schools, 2697–2704.

Out-Door Instruction. Our climate permits but a very short period when out-door instruction would be safe, *Simpson,* i. 3017.

Outfit of Schools. Requisites for outfit that should be provided by the board, *Simpson,* i. 2740–2744.

Owen, Mr. The manufacturing juvenile population under Mr. Owen, at New Lanark, could be admitted to any situations of refined taste, *Simpson,* i. 3324.

P.

Padre delle Scuole Pie. Their establishments in Tuscany and Rome are celebrated for the attention paid to the education of youth, *Wiseman,* ii. 6100.

Paoletti. Classified collection of ancient gems and copies from the antique made by him, *Wiseman,* ii. 6553.

Paradise Lost. Objection to Milton's classical allusions, and his confusion of the heathen with the Bible mythology, *Simpson,* i. 3222.

Parents. They frequently regard expense more than beneficial instruction, *Hincks,* i. 253, 254——Their estimate of the value of education is increasing, *Porter,* i. 630——The obligation of the law is equally as strong on the part of parents to give their children intellectual and moral nourishment as to give them physical nourishment, *Muggeridge,* i. 5436——Unwillingness of parents to send their children as free scholars, *Quin,* i. 1421–1423——In the Infant School, Edinburgh, the teacher complains of attempted control by some of the parents, *Simpson,* i. 2582——Mode by which the objection of parents to the extension of the education in physical science might be overcome, *Reid,* i. 4810–4811——Some parents consider the Factory Act as an infringement on their natural rights, by interfering in the manner they should bring up their children, *Saunders,* i. 5049, 5050——Mode adopted as regards the influence of parents over children at the Reform School at Hackney-wick, *Duppa,* ii. 6261. 6270. 6273——Evils to the children of the immoral habits and vicious courses of the parents, *Rickards,* i. 5316. 5327, 5328.

See also *Labour of Children.*

Parish Ministers. Emoluments of teachers should be increased by assessment, to the extent of placing them on a footing with the parish minister, *Simpson,* 2757, 2758.

Parishes. They should be bound to meet the board when the board considered it necessary to found a school; the parish should have no power of establishment or rejection of a school, or of increasing or reducing the schoolmaster's salary, *Simpson*, i. 2922–2927.

Parliamentary Grants. Evils that have occurred to educational institutions from grants, *Bryce*, i. 1302——No difficulty in the way of a Government grant aided by local assessment, *Porter*, i. 517, 518, *Simpson*, i. 2463, 2464——A grant in one sum would not be so popular as an annual estimate, *Simpson*, i. 2500, 2501——The difficulties in obtaining them will diminish in proportion as a good system of education is consolidated, *Simpson*, i. 2584——Caution should be used as regards Government grants on the first outset of schools, to prevent the founders relying too much on the State, *Ferguson*, i. 4589——The places that have benefited by grants have been those where no schools had been previously established, *Simpson*, i. 2441——Public endowment to the Belfast Institution was lost in 1816, because it would not dissolve its connexion with the Presbyterian synod; the grant was restored in 1827, *Porter*, i. 766, 767——Proportion the annual grant should bear to the local assessment in the next nine years, as regards the Irish Board, *Blake*, i. 4047.

Parliamentary Papers. Evils of the supply of them to the Cork Institution being stopped, *Bullen*, i. 3845.

Parliamentary Returns. Inconvenience to the business of the Irish Board from making out Parliamentary returns, *Blake*, i. 4059.

Parochial Schools. Founded in Ireland by Act 28 Hen. 8, c. 15, and further enforced by Act 7 Will. 3, but established in very few instances, *D'Alton*, i. 833–839——Better parochial schools generally would be substituted under an improved system of education, *Simpson*, i. 2433——In Scotland they are supported by a rate levied on the landed proprietors, *Simpson*, i. 2422, 2423——The parochial education of Scotland has always been the boast of the country, *Simpson*, i. 2528——There is no compulsion to attend them, save the moral compulsion of non-attendance being considered disgraceful, *Simpson*, i. 2614——They are part of the Church establishment, and are supported by a tax paid by the proprietors of the soil, in Aberdeen, *Knight*, i. 4904–4906——Powers of the presbytery, visitors and clergymen with respect to parochial schools; nature of the annual visitation, *Knight*, i. 4954–4967——Arrangement for parochial schools is more eligible than that pursued in towns, particularly when controlled by a voluntary school, *Knight*, i. 5018——Regulations with regard to other schools when there is a great increase of population in parishes, *Knight*, i. 5019, 5020——Manner in which education is conducted therein in Rome, *Wiseman*, ii. 6007,——*See* also *Magistrates.*

Patronage. Suggestions with regard to patronage of institutions similar to the Belfast Institution, the management of the funds raised by assessment being vested in the town council, *Bryce*, i. 1161–1165.

Payment of Commissioners. Whether payment of certain number of commissioners would make the attendance at the board more regular, *Kyle*, i. 1801–1809——Advisable to have, on a board of national education, one paid commissioner, to give constant attendance, *Blake*, i. 3369, 3413–3426.

Peace. Manner in which the peace of Ireland would be promoted by the establishment of a system of education, *Bullen*, i. 4033–4037——Peaceful state of Switzerland, arising from the advantages of education, *Bowring*, ii. 5565.

Peasantry. Improvement in their mode of living, in Switzerland, from education; their condition ameliorated, *Bowring*, ii. 5569.

Penitentiaries. The cost of keeping them up might be prevented by a system of national education, *Simpson*, i. 2413.

Pestalozzi's System. Opportunities witness had of witnessing Pestalozzi's system at Yverdun, *Mayo*, i. 5793*–5804*——Comparison between the leading principles of De Fellenberg and Pestalozzi, *Mayo*, i. 5805*–5807*——Nature of the leading principles of Pestalozzi, *Mayo*, i. 5808*–5810*——Application of those principles to institutions in this country, *Mayo*, i. 5811*–5827*——Names of schools in which the principles of Pestalozzi are carried into operation with good effect, *Mayo*, i. 6130*.

Philadelphia. Particulars relative to the Great Girard College there, and course of instruction pursued therein, *Simpson*, i. 3021.

Philosophical Apparatus. A philosophical apparatus being attached to schools would be an advantage, *Simpson*, i. 2741.

Philosophical Society, of Edinburgh. Nature of this society, to promote a knowledge of the arts and sciences among all classes, *Reid*, i. 4654.

Philosophy. Extent to which experimental and natural philosophy are studied in the Collegio Romano, *Wiseman*, ii. 6049——Comparison between the study of, in Rome and in this country, *Wiseman*, ii. 6050——Course of philosophy pursued in the English college at Rome, *Wiseman*, ii. 6370-6378.

See also *Mental Philosophy. Natural Philosophy.*

Physic and Surgery, School of, Cork. Particulars relative thereto, *Bullen*, i. 3791, 3792.

Physical Education. Nature thereof, *Simpson*, i. 2279——It is strictly attended to in Bristol College, *Jerrard*, ii. 6913.

Physical Sciences. They are not taught in the royal schools for want of scientific apparatus, *Hincks*, i. 209, 210——How far they are excluded from the universities, *Jones*, i. 5690*, 5691*——Advantages of the study of the physical sciences; cases in which general literature may be more useful, *Knight*, i. 5227–5234——Examination upon the study of the physical and metaphysical sciences, and plan adopted in the Aberdeen colleges, *Knight*, i. 5544–5556——The study of the physical and practical sciences could with advantage be introduced into the colleges and academies destined for the middle classes, *Mayo*, i. 6099*, 6100*——Evidence in favour of early teaching physical sciences, *Reid*, i. 4666–4670——Anxiety of the middle classes to cultivate physical sciences; manner in which the ignorance of elementary principles may be overcome, *Reid*, i. 4679, 4680.

Very few schools in Edinburgh in which they form an integral part of elementary education, *Reid*, i. 4681, 4682——Teachers uniting might remove a great obstacle to the introduction of physical science, *Reid*, i. 4692–4695——They are introduced in private establishments in Edinburgh to a considerable extent, *Reid*, i. 4757, 4758——Intention of introducing them into the academy at Edinburgh, *Reid*, i. 4762, 4763——If physical sciences first studied, the ancient languages would be taken up with more benefit afterwards, *Reid*, i. 4775–4778——They might be made an important part of academical education; moral and intellectual effect of their study, *Reid*, i. 4785, 4786. 4793, 4794——Comparison between youths whose time has been devoted principally to literature, with those who have studied physical science, *Reid*, i. 4787–4789.

Mode by which physical science and literature should be combined, the former being the basis of the latter, *Reid*, i. 4789–4792, 4795, 4796——Necessity for schoolmasters being instructed in physical science, *Reid*, i. 4804–4807——Those who have studied them where the other branches of education have not been neglected, have generally excelled in their disposition to cultivate moral science and religious instruction, *Reid*, i. 4821, 4822——Physical and mathematical sciences cultivated with energy in Rome, *Wiseman*, ii. 6481——Extent to which they are studied in the English Catholic colleges, *Wiseman*, ii. 6544, 6545.

See also *Ages. Languages*, i. *Manufactures. Mechanics. Parents. Reasoning.*

Physicians. Number of, in Cork, *Bullen*, i. 3795.

Physiology. Study of the elements of physiology would be highly desirable in every class of society, *Bryce*, i. 1252.

Pianciani, Padre. This professor has published a most complete course of experimental and natural philosophy, for the use of the Collegio Romano, *Wiseman*, ii. 6049.

Pictures. There is no extensive gallery of pictures in Cork; there are a few good private collections in the county, *Bullen*, i. 3765–3767.

Pilgrims, English. Establishment at Rome for the reception of, founded by John Sheppard and his wife, the funds of which were at the Reformation transferred to the English College, *Wiseman*, ii. 6358.

Pillans, Professor. Opinion upon his plan, as to giving lessons to monitors, *Knight*, i. 5123.

Places. Deprecation of the system of taking places in schools, *Simpson*, i. 3049——Opinion relative to the plan of taking places, *Knight*, i. 5133–3135——The system of taking places is not adopted at Cheam; manner in which each boy's place is determined by monthly examination; effect of that plan on the feelings of the mind, *Mayo*, i. 5990*–6003*.

Platina's Lives of the Popes. This work would not be allowed in educational institutions in Italy, *Wiseman*, ii. 6076.

Poetry. See *English Poetry.*

Police Establishments. The best mode of preventing the cost of them, is a good system of national education, *Simpson*, i. 2413.

Political Agitation. Injury to the public mind from political agitation; partly caused by the want of educational institutions, *Bullen*, i. 4002–4011.

Political Economy. It is in contemplation to establish a branch for the study of political economy in the Belfast Institution, *Porter*, i. 714——Evils to the middle and upper classes of its not being studied; it could be easily supplied, *D'Alton*, i. 895–897——There would be advantage to the public from the study of political economy, but the science is too imperfect to be taught popularly at present, *Jones*, i. 5692*–5699*——Arrangement made by witness at Haileybury with regard to lectures on political economy, *Jones*, i. 5602*–5605*——Manner in which political economy is introduced as bearing on history, and *vice versâ*, *Jones*, i. 5624*–5633*——Reason there is no course of political economy in the Italian colleges, *Wiseman*, ii. 6066–6068.

Political Effects of Education in Foreign Countries. See *Foreigners.*

Political Opinions. The strong expression of political opinions would render a candidate for office under the Irish Board ineligible, *Blake*, i. 3437–3443.

744

Politics. Not practicable to introduce a comparison between the constitutions of different states, for fear of being supposed to instil improper political principles, *Porter*, i. 720——Great difference of opinion as regards politics among the members of the Limerick Institution; great harmony between them, *O'Brien*, ii. 6613——There is no restriction, by any positive regulation, to the acquisition of political knowledge, in Rome, *Wiseman*, ii. 5926——Books in the list of Libri Prohibiti are there for their immoral tendency, *Wiseman*, ii. 5989——No attempt is made in the system of education at Rome to bias the national or peculiar political opinions of persons of any country, *Wiseman*, ii. 6403-6411——No political bias in the whole course of Italian education, *Wiseman*, ii. 6075——A theological education in Rome prevents extravagance or wildness of theory in politics, *Wiseman*, ii. 6404.

Poor Law Commission. There should be a greater latitude of discretion given in an Act of Parliament to the Irish Education Commissioners than that given to the Poor Law Commissioners, *Blake*, i. 3502.——*See* also *Allotment System.*

Poor's Rate, Scotland. Manner in which it is levied in Scotland, *Simpson*, i. 2434——No complaints of injustice done to the landed proprietors in the assessment of poor's rate in Scotland, *Simpson*, i. 2531.

Popes. Educational institutions in Rome are visited by the pope annually, *Wiseman*, ii. 6120——The temporal power of the pope is not alluded to in teaching theological studies at Rome, *Wiseman*, ii. 6399-6402.——*See* also *Platina's Lives of the Popes.*

Population of Switzerland. Population of Switzerland and the canton of Thurgovia, *Bowring*, ii. 5801-5805.

Porter, The Rev. *John Scott.* (Analysis of his Evidence, i.)—Member of the board of visitors of the Academical Institution, Belfast, 487——Duty of visitors, 488——Origin of the institution; circumstances which led to its incorporation, 491-497——Funds by which it was established and carried on, 498-502——Manner of auditing accounts, 503, 505——Expense of the building, and in what manner it might have been built more economically, 506-514——Expense of building embarrassed the subsequent financial arrangement of the institution, and injured its progress, 515, 516——Amount of Parliamentary grant, and advantages of a local assessment in addition to it, 517, 518——List of classes in the college and school department, and amount of fees paid for each, 521——Fees paid by boarders are received by those masters who take boarders, 519, 520, 522-524——Return of scholars in the several schools of the Royal Belfast Academical Institution (school department) 1825-1835, 523——Diminished number of pupils in the institution, caused by the beneficial results of the institution in training young men as teachers and tutors, 525-531——Emoluments of masters, under-masters and assistants, 532-546.

Assistants are generally young men preparing for the ministry in the Presbyterian church, 549-550——Advantages of a system by which masters should be paid partly by endowment and partly by fees, 551-556——Return of students in the several classes of the Royal Belfast Academical Institution (college department) 1825-1835, 557——Increase in the numbers, and from what causes, 558, 559——Number of students matriculated, 1825-1835, 559——Cause of the increase in different classes, 560, 561——Period the professorship of Irish has been established, 562, 563——Proportion of students from the Belfast Institution that go to Dublin College, 564-566——Proportion of candidates for the Presbyterian ministry, 566-568——Effect of granting certificates of having passed a college education, 569, 570——Mode to be adopted of increasing pupils in the engineering department, 571-575——Plan that might be adopted for educating official functionaries, 576, 585-589——Advantages of the plan adopted by the East India Company of educating young men, 586, 587——Advantage that would be derived by opening new outlets for professional talent, 590-593——Constitution of the Belfast Academical Institution, 594, 595——Advantages of preparatory schools over Government institutions, 596-599.

Advantages that would be derived from the more frequent attendance of the ex-officio visitors, 600-604——Advantages of combining a portion of working men with the official visitors, 605-608——Manner in which the board of managers and visitors is constituted, 608-610——Opinion that an efficient board may be obtained without payment, 611-613——Managers do not interfere with the professors in the collegiate department, 614-616——Course of education pursued in the school and college department, 617——The institution offers accommodation to any religious body, 617-619——Study of Hebrew is made imperative on candidates intended for the sacred ministry, 620——Character of the institution as regards the Latin class, 621, 622——Period of the sessions of the college should be extended, 623-626——Inclination and interest of teachers to adopt every improvement, 627——Parents sometimes complain of the expense of books, 628, 629——Arguments in favour of the study of the Irish language, 631-638——Access of the students to the libraries, 639, 640——Books used in the study of logic, 641-646——Composition in English is more extensively pursued than in the Latin and Greek, 647——Voluntary composition is encouraged, 647, 648——Advantages of the system of analysis, 649, 650——Collection of casts would be advisable, 651-655.

Description of maps that are used, 656, 657——Extent to which Latin verse composition is carried on, 658, 659——Extent to which the mathematical course is attended

Porter, The Rev. *John Scott*. (Analysis of his Evidence, ii.)—*continued.*

to, 660–663——How far the study of natural philosophy is made applicable to practical purposes, 666–675——Natural history is not introduced as a regular object, 676——Expense attending the erection of the building for the Belfast Natural History Society, 676–679——Taste for natural history is endeavoured to be fostered, 680, 681——Advantage of regular courses of natural history, 681, 686–689——Necessity for the application of all sciences to the practical purposes of life, 682–683——Necessity for a competent knowledge of geology, 684, 685——Extent to which the study of chemistry is carried, 690–695——Comparative knowledge of the middle classes in Ireland and England, 696, 699——Causes of the prominency of mental science in the college course, 700——Method of instruction used in the institution, 701–706——Necessity for there being a regular course of historical instruction, 707–710——Advantages of a good text-book for the study of the principles of English law and legislation, 711, 712——It is in contemplation to establish a branch for the study of political economy, 714——Text-books that are used in the study of ancient and modern history, 715–717——In what manner lectures on jurisprudence are intended to be given, 718, 719.

Not practicable to introduce a comparison between the constitutions of different states, 720——Proposed intention of forming a medical school, 721–726——Proposal for granting medical and legal degrees, 727–732——The Belfast Academical Institution is, in most branches of literature and science, sufficiently effective, 733–737——Advantage if the institution were converted into an university, 738——Reason why theological degrees should not be conferred by the institution, 739——If the medical school succeeds, it should have the power of granting medical degrees, 739——From what parts of Ireland students attending the institution come, 740——There are but few Catholics attend the college branch, 741–745——Conversion of the institution into an university would not withdraw students from Dublin College, 746——There is ample field for the establishment of universities in Ireland, 747–750——The session of the college should be enlarged, 751——Improvements suggested in the institution, 751–755——Opinion in favour of placing the institution under the general superintendence of the Board of Education, 758–764——Reasons why the Belfast Academy should not be united with the institution, 765——Public endowment was lost to the institution in 1814, because it would not dissolve its connexion with the Presbyterian synods; the grant was restored in 1827; 766, 767.

Post Office Communication. Improvements therein in Switzerland attributed to the advantages of education, *Bowring*, ii. 5570.

Premiums for Examination. Nature of premiums given in the Belfast Institution on occasion of public examination, *Hincks*, i. 460–469——Extent to which given for other than classical studies in the highest schools, *Bryce*, i. 11. 1306——Premiums and examinations in the Royal schools are advertised, *Kyle*, i. 2149, 2150.

Premiums for School Books. It would be judicious that the Board should offer periodical premiums for the best publications in the different departments of education, *Simpson*, i. 2874——Premiums would lead to the preparation of books, but it is doubtful whether they would lead to their use, *Hincks*, i. 180.

Presbyterians. The Presbyterian synods have not recognized the college department of the Belfast Academy for the education of Presbyterian clergy, *Bryce*, i. 121, 122——Proportion the candidates for the Presbyterian ministry bear to the whole number of students in the Belfast Institution, *Porter*, i. 566–568——Evils arising from the connexion of the Synods with the Belfast Institution, *Bryce*, i. 1178——Manner in which the success of the institution is to be attributed to the Presbyterians accepting that education for their young men, *Knight*, i. 5274——In some Royal schools Presbyterians predominate, *Kyle*, i. 2238–2342.

President of a Board of Education. He should not be paid; advantage of a man of rank, *Blake*, i. 3370——His appointment should be in the Crown, *Blake*, i. 3393, 3394.

Press. See *Newspapers.*

Price, Mr. Extract of a letter from him on establishing lectures on natural history in the junior department of Bristol College, *Jerrard*, ii. 6861——Letter from him against corporal punishment, *Jerrard*, ii. 6890.

Principals of Collegiate Institutions. In proposed colleges there should be a principal directly responsible to the public; duties that should be attached to the office, *Bryce*, i. 946. 1261——Mode by which they should be appointed, and powers that should be given them, *Bullen*, i. 3884–3889——The principal of a college should receive his appointment from Government, and be independent of the council, *Jerrard*, ii. 6687——Great caution would be requisite in his appointment, but when once appointed, the whole responsibility ought to devolve on him, *Jerrard*, ii. 6706——Desirable that they should have a house or apartments in the college to which they belong, *Jerrard*, ii. 6779, 6780. 6785.

Printing. Manner in which it is taught and excelled in, in the school of San Michele at Rome, *Wiseman*, ii. 6124.

Prior Park College. College in the West of England, about two miles from Bath, for Catholic collegiate education; number of students, *Wiseman*, ii. 6512——Small botanical garden there, within reach of the students, and under the direction of the professor, *Wiseman*, ii. 6545.

Private Education. It is not so advantageous as that in schools, as sufficient moral training cannot take place without numbers, *Simpson*, i. 3097, 3098——After fourteen, education should be private, *Simpson*, i. 3099.

Private Schools. Course of instruction in private schools in Ireland, *Bryce*, i. 26, *Hincks*, i. 228–231——In Cork, *Bullen*, i. 3815–3823——Examination upon schools of private endowment under the jurisdiction of the board, *Kyle*, i. 2221–2237——Administration and course of instruction in private schools, *App.* i. *p.* 559——Private establishments in Edinburgh are increasing, *Reid*, i. 4757, 4758——Course of education pursued in private institutions where the improved system is followed, *Reid*, i. 4812–4815.

Private Teachers. Teachers licensed, and not being able to obtain appointments, might be allowed to teach on their own account, *Simpson*, i. 2468–2494. 2784–2792, *Blake*, i. 4201–4212. 4214.

Private Tutors. Nature of the plan of private tutors adopted in the Catholic colleges, *Wiseman*, ii. 6519, 6520.

Prizes. Should be given on examination of teachers educated in proposed colleges, *Bryce*, i. 1261——In the Scotch schools prizes are given at annual examinations by the Presbytery, *Knight*, i. 5143, 5144.

Probabilities, Doctrine of. Extent to which the doctrine of probabilities is taught in the Belfast Institution, *Porter*, i. 664, 665.

Produce of Labour. In allowing boys the profit of their labour care should be taken that it does not encourage selfishness, *Simpson*, i. 2316–2319——Manner in which it goes towards the support of the institution of San Michele at Rome, *Wiseman*, ii. 6122——Nature of remuneration received by boys in Switzerland and England from the produce of their gardens, *Duppa*, ii. 6174–6178.

Professional Education. Its nature, and period at which it should be commenced, *Simpson*, i. 2294, 2295——Study of the sciences necessary for any professional pursuit, however abstract, *Reid*, i. 4816.

Professions. Advantage of opening new outlets for professional talent, *Porter*, i. 590–593, *See* also *Offices.*

Professors:

1. *Generally.*
2. *Education of.*
3. *Appointment of.*
4. *Powers of.*
5. *Salaries of.*
6. *Residence of.*

1. *Generally:*

Difference between professors and tutors; nature of proposed lectures by professors, *Knight*, i. 5281–5288——Advisable to make the English College at Rom a complete establishment for the preparation of professorships, *Wiseman*, ii. 6412–6415.

2. *Education of:*

If competent to teach, it should not matter where they obtained their knowledge, *Bullen*, i. 3915——Mode by which they should be taught, *Mayo*, i. 6101*–6102*——Certificate from normal schools to be sufficient qualification, without examination at the college to which they are to be chosen as professors, *Jerrard*, ii. 6722, 6723.

3. *Appointment of:*

Appointments of professors to Edinburgh University were better made by the town council when the situations were not lucrative, *Bryce*, i. 115, 116——Mode of appointment at the Haileybury, *Jones*, i. 5561* 5567*——By whom selected at Rome, *Wiseman*, ii. 6083–6086——Where the endowment is small, self-election best, *Bryce*, i. 115——The filling-up vacancies should be given to professors if their body numerous, *Bryce*, i. 1261——In the event of Government contributing to an institution by means of a board, the board should have a vote in nominating the first professors, *Bryce*, i. 1172——They should be elected jointly by a body of professors and the local committee, *Bryce*, i. 1166–1168——Proposed method of electing professors; the Senatus Academicus initiating, and the central board determining, *Bullen*, i. 3868–3883——Manner in which professors in the proposed institution should be elected, *Simpson*, i. 3261–3267, *Mayo*, i. 6101*–6102*—— Examination upon different modes of appointing professors; suggestions by witness, *Jerrard*, ii. 6707–6715.

Professors—continued.

4. *Powers of:*

They should be absolute judges as to the course of education and discipline to be adopted, *Bryce*, i. 1179——In proposed colleges, the work of teaching should be done by professors, *Bryce*, i. 1261——Managers of the Belfast Institution do not interfere with the professors in the collegiate department; state of feeling between the managers and professors, *Porter*, i. 614-616——There has been perfect harmony among the professors in the Belfast Academy, except in two instances, *Bryce*, i. 1110, 1111——In Bristol College, the professors are not controlled by the council, *Jerrard*, ii. 6662-6664——They have been trained to exercise of the discipline of the college, *Jerrard*, ii. 6889.

5. *Salaries of:*

Salaries in the Belfast Institution are paid out of the Government grant, *Porter*, i. 557——Amount of salaries at Haileybury, *Jones*, i. 5561*-5567*——Salaries and fees at Bristol College, *Jerrard*, ii. 6665-6671——They should have no fixed salary, *Bryce*, i. 1278——Their emoluments should be principally derived from fees, *Bullen*, i. 3860-3868——It might be necessary to annex a small stipend to a professorship where the number of pupils would be too small to support it, *Jerrard*, ii. 6792, 6793.

6. *Residence of:*

Should reside in the town and not at the college, *Simpson*, i. 3351, *Bullen*, i. 3930——Should have a free house and lecture-rooms, *Bryce*, i. 1205, 1278.——*See* also *Salaries.*

Promotion. See *Teachers*, 1. *Public Worship.*

Propaganda, College of. This college at Rome has nothing to do with the schools, but merely with foreign missions, *Wiseman*, ii. 5914.

Property. The disposition to accumulate is a valuable principle, when regulated by moral sentiments and intellect, *Simpson*, i. 3047, 3048——The agricultural system produces a strict regard to the rights of property, *Duppa*, ii. 6221-6226.

Proprietory Schools. Advantage of proprietory schools over Government institutions, *Porter*, i. 596-599——Nature of them, *Knight*, i. 5014.

Proprietory System. Necessity for proprietors paying an annual subscription in all institutions intended for the higher branches of knowledge, *Bullen*, i. 3848-3854——Objections thereto, in the constitution of educational institutions, *Bryce*, i. 1144-1152——Defects of the working of a proprietory system; manner in which collision may take place between the council and principal, *Jerrard*, ii. 6678-6695——Number of proprietors in the Cork institution, who are free in right of their shares; falling off in the subscribers, *Bullen*, i. 3844-3847.——*See* also *Councils*, Proprietory. *Shareholders.*

Prosody. The study of, is greatly neglected in Ireland, *Bryce*, i. 38, 39——Manner in which it is taught at the Bristol College, *Jerrard*, ii. 6796.

Protestants. Those in Limerick would manifest no hostility to the board's schools if not excited to it, *Macnamara*, i. 4304, 4305——There is as much zeal shown by Protestants for education as by Catholics, *Macnamara*, i. 4388, 4389——They are not interfered with in Rome by the papal government, either as regards the establishment of schools or hospitals; very few Protestant residents, *Wiseman*, ii. 5995-6003——There have been instances of Protestants being allowed to attend the Roman colleges as daily pupils, *Wiseman*, ii. 6062——The absence of Protestants from English Catholic colleges arises from the disinclination of the parents to send them, *Wiseman*, ii. 6573-6575.

See also *Catholics and Protestants. Students.*

Provincial Colleges, Ireland. Powers proposed to be granted to them, particularly as regards granting degrees, *Bullen*, i. 3796-3803——Universities, similar to the Scotch and German universities, and the Belfast seminaries, should be erected in Limerick, Sligo and Cork, *Bryce*, i. 1261——Opinion relative to the establishment of provincial colleges in Ireland, *Knight*, i. 5274-5277.

Prussia. Skill and expertness of Prussian functionaries, and causes, *Porter*, i. 577, 578——Extent of the population of Prussia, and number of teachers, *Simpson*, i. 2415——Prussia is not a criterion of the working of the system of school fees, the education being compulsory, *Simpson*, i. 2554——This kingdom is an illustration of the influence of Government being exercised in a particular direction as regards education, *Jerrard*, ii. 6730——School fees are collected by the committee or council to prevent inconveniences from teachers collecting them, *Simpson*, i. 2577——Compulsion, as regards education, is scarcely felt there, *Simpson*, i. 2662-2664——Mode adopted in Prussia, with regard to qualification for offices, by means of certificates of education, *Simpson*, i. 2652, 2653, *Knight*, i. 4997——The Prussian minister at Rome has been raising subscriptions to open a protestant hospital, and has not been interfered with by the Government, *Wiseman*, ii. 5995.——*See* also *National Education.*

Public Opinion. Public reproach as a punishment is objected to, *Hincks*, i. 459——Manner in which it is used as a means of enforcing discipline at Hackney-wick, *Duppa*, ii. 6287-6291.

Public

Public Schools. Evils of the monastic system of education pursued therein, *Simpson*, i. 3186——The present institutions might be advantageously superseded by the proposed plan, *Simpson*, i. 3186.

Punishment. Injurious effect of punishment, *Simpson*, i. 3064–3067——Manner in which the higher feelings of children should be appealed to instead of the lower, on the commission of faults, by making them regret the commission, instead of punishing them for the fault, *Simpson*, i. 3073–3078——Nature of that adopted in Belfast Academy, *Bryce*, i. 1061, 1062—In the parochial schools in Scotland, *Knight*, i. 5130, 5131—At Bristol College, *Jerrard*, ii. 6867—At Hackney Wick, *Jerrard*, ii. 6287–6291——Masters in each class admonish or reprove their pupils in the establishments at Rome; but it is not done in any way by the superiors of the house, *Wiseman*, ii. 6105.

See also *Admonition. Corporal Punishments. Discipline. Places. Rewards and Punishments. Tasks.*

Pupils. Number of, in the Belfast Academy, *Bryce*, i. 1024–1030—The Belfast Institution, *Hincks*, i, 259, 260—In the school department, *Porter*, i. 523—In the college department, *Porter*, i. 557——Number of students matriculated, 1825–1835, *Porter*, i. 559——Cause of the increase or diminution in the number of pupils in the Belfast Institution, *Porter*, i. 525–531. 558, 559——Number of students in the Londonderry free school, *Beresford*, i. 283–286. 290. 293——Description of boarders and day scholars, *Ferguson*, i. 4468–4483——In the different Royal schools, *Quin*, i. 1426–1429.——*See* also *Students.*

Pupils and Teachers. Pupils at the Belfast Institution are encourgaged to apply to the master for explanation on their meeting with difficulties, *Hincks*, i. 397–399——Attachment between them at Rome, particularly in the Jesuit Institutions, *Wiseman*, ii. 6096——Caused by instruction being followed as a religious duty, *Wiseman*, ii. 6106, 6107——Good feeling between pupils and teachers at Hackney-wick, *Duppa*, ii. 6276–6281——In the English Catholic colleges, *Wiseman*, ii. 6577, 6578.

Q.

Quin, William Charles. (Analysis of his Evidence, i.)—Secretary to the commissioners of education appointed under Act 53 Geo. 3, c. 107; 1307–1314——Nature of reports made to the Lord Lieutenant, 1315–1321——Nature of the Act of Elizabeth, under which diocesan schools were established, 1323–1327——Amendments made therein by Acts of Will. 3 and Geo. 2, 1328–1334——The Act of Elizabeth made grand juries chargeable with the expense of building schools, which Act was explained by the subsequent one of Will. 3, 1335–1341——Number of schools for building which grand juries contributed to the expense, 1342–1348——Constitution of the commissioners of education under Act 53 Geo. 3, 1349–1354——Difficulty of procuring the attendance of commissioners, from the necessity of the attendance of a commissioner in right of office, 1355–1358——More desirable to correct the evil arising from the non-attendance of commissioners than to unite the two Boards of Education, 1359–1363——Salaries of diocesan schoolmasters, and power given to the Lord Lieutenant to increase them, 1366–1367.

Names of schools consolidated under Act 53 Geo. 3, 1368–1374——Power of the commissioners to remove schoolmasters for misconduct, 1375–1377——Power of the commissioners with regard to visitations, and how far acted on, 1378–1381——Power of the board to compel masters to take a certain number of free scholars, 1385–1390——Visitation of the school at Cavan resolved on; but it did not take place from the non-attendance of a commissioner in right of office, 1384–1391——The board have the power of charging the funds of the royal schools with the expenses of a visitation, 1392–1396——Schools that were placed under the Board of Commissioners by the Act 53 Geo. 3, 1398——Names of dioceses where no master has been appointed, and in which the clergy do not pay the contribution; representations to different Lord Lieutenants to appoint masters, 1399–1406——Names of schools at which there are no free scholars, 1412–1414. 1434——Circular issued to masters relative to their being bound to take free scholars, 1416–1420.

Unwillingness of parents to send their children as free scholars, 1421–1423——Number of schools for which school-houses are not erected, 1430–1433——Sum presented some years ago by the grand jury of Limerick for erecting a school-house; evidence relative to the school house at Limerick, 1435–1452——Superintendence of the commissioners over the building school-houses, 1453–1458——In what manner allowing the schoolmaster to take boarders operates to the advantage of the school generally, 1459–1462——Course of education in the schools; there is no literary or religious qualification necessary for admission, 1464–1469——The schools are sometimes held in conjunction with ecclesiastical livings, 1472–1474——How far there is an impression on the public mind that the schools partake of an exclusive character, 1475–1483——Whether the commissioners have the power of interfering with the course of instruction in the schools, 1487–1489——Names of royal schools established under the charters of Charles the First, 1493–1495——Extent of endowment with land of the royal schools, 1496–1502——Cause of the difference in the amount of the salary and emoluments attached to the royal schools in 1831 and at present, 1503, 1504.

Balance between the amount of endowments and the salaries of masters is vested in the

Quin, William Charles. (Analysis of his Evidence, i.)—*continued.*

the commissioners, to be applied for the benefit of the school, 1504-1507——Endowments of Inniskillen school, salaries of masters, and number of boys educated, 1508–1511——The right of the royal schools to take free scholars has been disputed, 1512–1515——Whether the surplus funds of the Inniskillen school could not be applied to the education of a greater number of boys, 1517, 1518——Giving exhibitions to particular schools does not cause a monopoly in favour of particular parties, 1519, 1520——State of the funds at Cavan school in 1831, and cause of there being so few scholars, 1521–1523——Accommodation afforded by the school house at Inniskillen, 1524-1526——Existing state of the school at Cavan, and emoluments of the master, 1527–1532——To what extent large emoluments of the masters, or their having church preferment, causes them to be less anxious about the number of their scholars, 1533–1535——State of the Cavan school-house and particulars as to its erection, 1537–1551——Nature of the expenses incurred in the administration of the royal schools which is charged upon their funds, 1553–1557.

[Second Examination.]—Increase in the number of scholars; salary of master at the Cavan school, 1558-1565——Wish of the commissioners that the royal schools should be considered as free schools; how far they have the power of compelling the reception of free scholars, 1566–1577——Fees left at the discretion of masters, 1578–1582——Accommodation of boarders and free scholars, 1583-1588——Power of the commissioners over the masters; a visitation would be held in case of complaint against masters, 1589–1604——Power of commissioners as to appointment of local visitors, 1607-1610——Particulars as to the school at Inniskillen; number of pupils; salary of masters, &c., 1615–1632.

Particulars relative to Dungannon school, 1633-1645——Particulars as to the Armagh school; it was once in high reputation, 1646-1654——State of the Raphoe school; its rental, 1655–1658——Duties of local agents as regards the management of school estates, 1659–1661——Mode pursued as to the examination and auditing accounts, 1662–1665——Whether endowments by land or Parliamentary grants the most beneficial, 1666, 1667——Management of estates by the commissioners; extent of their powers of leasing, 1668-1677——Particulars as to scholarships and exhibitions at Inniskillen school, 1683-1698——Inspectors of schools desirable; they should be present at examinations for scholarships, 1699-1700——Desirable that the commissioners should have the power of superannuating incapacitated masters, 1701–1704. 1707.

Points of amendment suggested in the constitution of the commission, 1705-1707——Examination as to a local control of schools by parties paying assessments for their support, 1711–1718——Opinion against the fixed salaries of schoolmasters being too large, 1719–1723——Necessity for providing adequate education for the children of the middle classes in Ireland, 1724–1729——It would be better as regards the education of the middle classes, to lower the fees of schools and abolish gratuitous education, 1730–1736——Objection to any arrangement that would alter the character of the diocesan and royal schools, by mixing the children of the middle and lower orders with those of the higher, 1737–1754——Opinion in favour of Government building schools, and their being supported by grand jury assessment, 1755–1765.

R.

Raphoe, Bishop of. Shares taken by him in the Templemoyle Agricultural Seminary, *Ferguson,* i. 4509.

Raphoe School Extent of the landed endowment of this school, *Quin,* i. 1497——Is let on lease, *Quin,* i. 1501——This estate unmanageable; mode by which it might be improved, *Kyle,* i. 1903-1906——Sum borrowed from Government for the repairs of, *Quin,* i. 1642——State of; its rental, *Quin,* i. 1655-1658.

Reading, Writing, &c. Too much time has hitherto been allotted in schools to reading, writing and accounting, *Simpson,* i. 2346–2348——Evils of education only consisting of reading and writing, which are capable of being applied to bad purposes as well as good, *Simpson,* i. 3338. 3345——Extent to which the population of the Pope's states are able to read and write, *Wiseman,* ii. 5970–5974. 6456-6458——Mode by which they are taught at Hackney Wick and Ealing, *Duppa,* ii. 6202.——*See* also *Writing.*

Reform Act. This Act furnishes encouragement to endeavour to overcome the prejudices against a system of national education, *Simpson,* i. 3343——Improvement in education the only means by which national and social advantages can be derived from this measure, *Simpson,* i. 3344.——*See* also *Members for the University of Dublin.*

Reform Schools. Feeling in Switzerland as to establishing schools for correcting the more vicious of the younger population, *Bowring,* ii. 5811.
See also *Chiswick. Hackney Wick.*

Regulations of the Irish Board. Rules and regulations for the conduct of the Board and management of schools, submitted to the Lord Lieutenant, *Blake,* i. 3496–3505.

Reid, David Boswell, M. D. (Analysis of his Evidence, i.)—Resident in Edinburgh, 4592——Schools in Scotland where witness has introduced his system of practical chemistry, 4593–4602——Examination upon witness's "Elements of Practical Chemistry," 4603–4606——Particulars as to witness's chemical lectures and experiments, 4608–4638——Institutions by which witness's classes are recognized, 4633——How far mineralogy and geology are connected with witness's course, 4634, 4635——Witness building a museum; his establishment is sufficient as far as utility is concerned, 4636——Introduction of witness's system into the School of Arts at Edinburgh, 4637, 4638——Intention in many elementary schools to introduce witness's system, 4639, 4640——Particulars by which apparatus sufficient for the use of elementary schools may be obtained at a very small expense, 4641–4653.

Suggestions for the establishment of societies in towns for the collection of specimens in mineralogy and geology, 4654–4658——Advantage if the different literary, scientific and educational societies would circulate periodical reports, 4658–4660. 4663——Advantage of the adoption of the American plan of educational information, 4661——Also of their plan of exchanging specimens of minerals, 4662——In founding museums, if buildings were provided, specimens would abundantly flow in, 4664, 4665——Further evidence in favour of early teaching physical science, 4666–4670——Females as anxious as males for the cultivation of science, 4671, 4672——Advantage of schools and institutions being provided with cheap chemical apparatus, 4673–4677——Anxiety on the part of the middle classes to cultivate the physical sciences; manner in which the ignorance of elementary principles may be overcome, 4679–4680.

[Second Examination.]—Opinion in favour of scientific over classical education, 4681–4695——Constitution of the High School, and authority of the town council over it, and other particulars, 4696–4740——Cause of the establishment of the Academy; managed by directors; course of education; number of pupils, 4741–4756——Private establishments in Edinburgh increasing; physical science introduced in them to a considerable extent, 4757, 4758——How far prejudices against rich associating with the poor boys acts in preventing boys been sent to the High School or Academy, 4760, 4761——Intention of introducing physical science into the Academy, 4762, 4763——Many attend witness's lectures after leaving the High School and Academy, 4763*, 4764*.

Period generally consumed in going through the courses at the High School and Academy, and evils of the want of an education suited to the business of life, 4765–4769——German schools considered superior in the adaptation of education to the business of life; they being less expensive, may be one cause of children being sent there, 4770–4774——If physical sciences first studied, the ancient languages would be taken up with more benefit afterwards, 4775–4778——Advantages of teaching by means of natural objects instead of the names of things, 4779–4782——Physical sciences might be made an important part of academical education, 4785, 4786——Comparison between youths whose time has been devoted principally to literature with those who have also studied physical science, 4787–4789.

Mode by which physical science and literature should be combined, the former being made the basis of the latter, 4789–4792. 4795, 4796——Comparative effect on the morals of pupils of a classical or scientific education, 4793, 4694——Opinion in favour of the study of the sciences, English and composition, French and German, with one or two years to Greek and Latin, 4797–4802——Necessity for schoolmasters being instructed in physical science, 4804–4807——Manner in which the system might be promoted by means of normal schools under a national board, 4807–4809——The means by which objections of parents to the system might be overcome, 4810, 4811——Course of education pursued in a private institution where the improved system is followed, 4812–4815.

Study of the sciences necessary for any professional pursuit, 4816——Physical sciences and languages and literature should be studied in combination and in subordination to particular professions, 4817–4820——Effect of the study of physical science on moral science and religious instruction, 4821, 4822——Particulars relative to the course of education pursued in the Scottish Institution for the education of young ladies, 4823–4848——Advantages that have resulted from the application of chemical instruction to manufactures, 4849–4854——Importance of Government aiding a course of elementary instruction to embrace artizans, mechanics and the lower orders, 4856–4860——Necessity for a general superintending board, 4861–4874——Education has not increased crime, it has diminished its virulence, 4875, 4876 Those who have dispassionately considered the subject in Scotland are in favour of a comprehensive system of national education based on legislative enactment, 4877. 4878.

Reid's Chemical Apparatus. Importance of Dr. Reid's cheap chemical apparatus, *Simpson*, i. 2892.——*See* also *Chemical Apparatus.*

Religion. A party entering warmly into religious controversy without forgetting charity, would not be objected to by the Irish Board as an officer, *Blake*, i. 3444, 3445——The present enlightened state of society will prevent the Irish Board from becoming a means of disseminating particular religious or political views, *Blake*, i. 3450, 3451——Hostility to the establishment of schools by the Irish Board has been from religious prejudices, *Blake*, i. 4236–4238——No dissensions among managers of schools in Ireland arising from religious differences; feeling of mutual dislike subsiding, *Blake*, i. 4268–4272——Great difference of, among the members of the Literary Institution at Limerick, notwithstanding

Religion—continued.

standing which the greatest harmony prevails, *O'Brien*, ii. 6612——Religious feeling in Switzerland, compared with other countries, is infinitely more benevolent; Protestant districts more prosperous than others, *Bowring*, ii. 5603. 5606. 5617–5635——Religious acrimony much diminishing in Switzerland from the benefits of education, *Bowring*, ii. 5565——Circumstances showing similar effects in Holland, *Bowring*, ii. 5565.

See also *Catholics and Protestants.*

Religious Instruction. Basing education upon doctrinal religion is an utter absurdity, *Simpson*, i. 3170, 3171——Under a voluntary system of religion, there would be no want of religious teachers, *Simpson*, i. 3172, 3173——Course of religious instruction pursued by different persuasions has failed, *Simpson*, i. 3184——As it is at present taught, it does little to soften the unsocial feelings of society, *Simpson*, i. 3239——Very few cases in which works containing topics of religious controversy have been found in schools, *Blake*, i. 4244–4247——It is not given in such a manner as to make a lasting impression on the children, *Rickards*, i. 5305.

Controverted points of religion are gone into at Cheam; parents widely dissenting from the Church of England would not place their children in witness's establishment, *Mayo*, i. 5864*–5866*——Evils that result in after life from an incorrect and incomplete manner of communicating religious instruction, *Mayo*, i. 5873*–5877*——Mechanical and out-door labour in schools contributes to religious and moral instruction, *Duppa*, ii. 6181—— No provision should be made for it; the matter should be left to parents and teachers, *Bryce*, i. 1209–1229——All studies in Rome are founded on religion, *Wiseman*, ii. 5948–5954——Nature of the attention paid to religion as a branch of education in the English Catholic colleges, *Wiseman*, ii. 6535–6539.

Should take place under different teachers at separate hours, *Simpson*, i. 3136–3144. 3151–3153. 3165–3169. 3174–3181, *Muggeridge*, i. 5457, 5458——Opinion upon, *Macnamara*, i. 4298–4303——Opinion in favour of religious instruction being communicated by the schoolmaster, and not solely by the clergyman, *Knight*, i. 5173–5207——Extent of religious instruction that should be confided to the master and to the pastor, *Mayo*, i. 6081*–6084*——Mode by which it should be provided for in a collegiate institution, *Bullen*, i. 3916——The same principles should be adopted in institutions for the middle classes as are adopted by the board for the elementary schools, *Blake*, i. 4225——Mode by which it is conducted at Cheam, *Mayo*, i. 5828*–5835——In Bristol College, *Jerrard*, ii. 6744–6761. 6866.

Mode adopted as regards different religious sects in agricultural schools, *Duppa*, ii. 6205——At Hackney-wick, *Duppa*, ii. 6314–6326——Examination upon religious instruction to different sects in Switzerland, *Bowring*, ii. 5617–5635. 5715. 5719——Regulations for religious instruction by Catholic and Protestant clergy, and how far in the same school, *Bowring*, ii. 5763–5773. 5812, 5813——Religious opinions of the pupils are not interfered with:—In the Belfast Academy, *Bryce*, i. 1041–1046—In the schools of the Irish Board, *Kyle*, i. 2193–2204—In Londonderry School, *Ferguson*, i. 4497, 4498—In Edinburgh High School, *Reid*, i. 4733–4737—At Haileybury, *Jones*, i. 5700*–5708*——Day set apart for religious instruction in the Irish schools, *Blake*, i. 4241——Attendance thereon not enforced, *Blake*, i. 4242, 4243——Time allotted to the religious instruction of pupils in the board schools is considered adequate, *Macnamara*, i. 4296, 4297——Manner in which it is taught in Rome, *Wiseman*, ii. 5959–5969.

——*See* also *Clergy. Scriptures. Theology.*

Religious Orders. Other orders besides the Jesuits that are remarkable for attention to the education of youth, *Wiseman*, ii. 6100, 6101——Extent to which the schools connected with religious orders have obtained celebrity, *Wiseman*, ii. 6433.

See also *the Names of different Religious Orders.*

Religious Sects. See *Sects.*

Rents. Doubts whether the rentals are fairly appropriated to the objects of the foundations of the royal schools, *D'Alton*, i. 802, 803——Rate for education should be levied on rents, *Simpson*, i. 2425——Rents are so high and disproportioned, and so strictly exacted, that little is left for local taxation, *Macnamara*, i. 4354.

Repairs of Schools. Regulations of the commissioners with regard to, *Quin*, i. 1605, 1606——Amount for repairs are generally taken from the funds of the school, *Quin*, i. 1642.

Repetition. Method adopted with regard to it at Bristol College, *Jerrard*, ii. 6796.

Repetition Schools. Nature of repetition schools in Switzerland, *Bowring*, ii. 5828, 5829.

Reports. Nature of those made by schoolmasters to the Commissioners of Education, and by them to the Lord Lieutenant, *Quin*, i. 1315–1321——Nature of reports furnished by masters of the royal schools to the board, *Kyle*, i. 2101–2105——Periodical reports to Parliament would keep the board from becoming merely mechanical, *Simpson*, i. 2681–2683——Advantage of educational societies in the three kingdoms publishing journals for the better improvement of teachers, *Simpson* i. 2882–2884——Literary and scientific societies should circulate periodical reports, *Reid*, i. 4658–4660——They should send annual reports to a central board for condensation and publication, *Reid*, i. 4663——Advantages of obtaining from all branches of education reports of progress, and communicating reports in return to such institutions, *Reid*, i. 4871, *Muggeridge*, i. 5514, 5515——

Reports—continued.

5515——Reports of the state of the different institutions should be made to the Board of Education at the same time, so as to be laid altogether before Parliament, *Simpson*, i. 3331–3334——Extent to which schools and universities give reports of their proceedings; no objection to all literary establishments reporting once a year to Parliament, *Knight*, i. 5024–5028.

Advantages of a Board of Education for furnishing reports of the state of education, *Muggeridge*, i. 5486–5488, *Mayo*, i. 6056*, 6057*——An associated body of teachers incorporated, recommended for procuring reports instead of a permanent Board of Education, *Bryce*, i. 1280–1287——Reports to Parliament by the board; full details in the second report, and intention to continue that system, *Blake*, i. 4055–4063——No advantage would be derived by publishing the reports of the Belfast Academy, *Bryce*, i. 1066–1068——Report of the Templemoyle Agricultural Seminary, published two years ago, and another will probably be published this year, *Ferguson*, i. 4562——Manner in which the Legislative Council is put into possession of reports as to school attendance in Switzerland, *Bowring*, ii. 5706–5708.——*See* also *Senatus Academicus*.

Rescripts of the Fathers. Extent to which they are considered of authority in Rome, *Wiseman*, ii. 6395, 6396.

Residence. Collegiate establishments should be on the principle of the Scotch Colleges, the pupils not being resident, *Bullen*, i. 3917, 3918.——*See* also *Boarders. Professors.*

Retiring Allowances. Teachers should be entitled to retiring allowances after a competent number of years' service, *Simpson*, i. 2841.

Retranslations. Mode adopted in the Bristol College with regard to them, *Jerrard*, ii. 6796.

Revenue. Plan that might be adopted for educating young men for certain inferior branches of the revenue, and for magisterial situations, *Porter*, i. 576–582——Promoting the use of tea and coffee, in the place of whiskey in Ireland, would increase the revenue. *Bullen*, i. 4003, 4004.

Rewards and Punishments. Rewards are considered more injurious than punishments, *Bryce*, i. 1063——Opinion against rewards and punishments in schools, on the ground that virtue is its own reward, and vice its own punishment, *Simpson*, i. 3034–3040——Manner in which the system of rewards gives a distaste for all kinds of study, *Reid*, i. 4778——Nature of rewards and punishments in the schools for the lower orders in Rome, *Wiseman*, ii. 6008–6011.

See also *Discipline. Marks. Merit Tickets. Premiums. Prizes. Punishment.*

Rickards, Robert. (Analysis of his Evidence, i.)—Inspector of factories, 5294——No opposition on the part of manufacturers, 5297——Failure of the establishment of schools in manufactories; objections by masters to the Act, 5298–5302——Instruction given in schools in factory districts in Lancashire and Yorkshire is not of that benefit that the working classes require, 5303, 5304——Religious instruction not given in such a manner as to make a lasting impression on the children, 5305——Objections to the present mode of teaching the Scriptures; advantage of scriptural lessons, 5306–5326——Infant schools would be advantageous, but a better course would be to reform the vicious habits of parents, 5328–5331——Advantage of Government aid to schools, 5332——Necessity for the establishment of normal schools, 5341–5349.

Description of books, and nature of instruction in schools, 5350–5361——Objections to a compulsory system of education, 5362–5371——Advantage of education to the factory operatives, the benefit of which is felt by the employers, 5372–5376——Advantages of a better system of education in improving the lower orders and benefiting the whole community, 5377–5387——Advantages of a Board of National Education, and powers that should be given it, 5389–5391——Opinion in favour of Government founding schools, to be supported by assessment, and superintended by a general board, 5392–5408——Operatives would avail themselves of improved education if placed within their reach; necessity for Government and Legislative interference, 5409–5415.

Roads. Improvements therein in Switzerland from the extension of education, *Bowring*, ii. 5570.

Roman Archives. The documents in the Roman archives extend back to the year 1180, *Wiseman*, ii. 6358.

Roman Catholics. See *Catholics.*

Roman Seminary. Number of pupils therein, *Wiseman*, ii. 6015.

Rome. Nature of education in Rome, which would be more extended if there were periodicals, and a sufficiently reading population, *Wiseman*, ii. 5854–5862. 5916–5925. 5939–5969.——*See* also *Books*, 2. *Lancasterian School. Reading and Writing.*

Rota. This is the highest deliberative assembly in Rome, it is held in the presence of the Pope with closed doors, *Wiseman*, ii. 6459.

Royal Schools. Origin of royal schools; periods when established, and in what places; objects of the Institutions, *D'Alton,* i. 798–801——Names of royal schools established under the charters of Charles the 1st, *Quin,* i. 1493–1495——Extent of endowment with land of the royal schools, and nature of the tenure under which the lands are let, *Quin,* i. 1496–1502——Cause of the difference in the amount of the salary and emoluments attached to the royal schools in 1831, and at present, *Quin,* i. 1503, 1504——Balance between the amount of endowments and the salaries of masters is vested in the commissioners, to be applied for the benefit of the school, *Quin,* i. 1504–1507——Nature of the expenses incurred in the administration of the royal schools, which is charged upon their funds, *Quin,* i. 1553–1557.

The board have the power of charging the funds of the royal schools with the expenses of a visitation, *Quin,* i. 1392–1396——Funds of the royal schools might be made more useful to the public than they have ever been, *Bryce,* i. 1287–1291——Course of education pursued is the course necessary for entrance into Dublin College, *Quin,* i. 1679, *Kyle,* 2065–2074——Power of the board as to prescribing the course of education in the royal schools, *Kyle,* i. 1859–1864. 2116–2121——Advantage if the course were extended to those classes who do not go to the university, *Kyle,* i. 2075–2086.

Administration and course of instruction in the royal schools, *App.* i. *p.* 559——Comparison between the pupils of, and those of other schools in the north of Ireland, *Bryce,* i. 19——Comparison with other schools as to teaching Greek, *Bryce,* i. 59——They are capable of being made very valuable establishments to the country, *Kyle,* i. 2137–2139——The means of a national system would be greatly more available if all endowed property were sold, and the capital applied to promote that system generally, *Simpson,* i. 2510, 2511.

See also *Diocesan and Royal Schools*; also *the Names of different Schools.*

Ruddiman's Grammar. Is preferred in the better schools in the north of Ireland to the Eton grammar, *Hincks,* i. 168.

Rugby. Dislike to the monastic system of education adopted therein, *Simpson,* i. 3186.

Ruth, Judith. In recovering the bequest left by her, connected with a charity in Mullingar, the costs were double the amount ultimately recovered, *D'Alton,* i. 785.

S.

Salaries of Professors and Teachers. Objection to fixed salaries of professors, *Bryce,* i. 1182–1204. 1306——Proposed fixed salaries of professors, *Bullen,* i. 3926–3928——Whether giving a professor of the High School at Edinburgh a fixed salary of 200 *l.*, would not be likely to cause jobbing, the appointment being in the town council, *Reid,* i. 4702–4704——Amount of salaries of teachers should be fixed by the board, *Simpson,* i. 2800–2802——It should be graduated according to the population of the parish, *Simpson,* i. 2806–2831——Opinion against the fixed salaries of schoolmasters being too large, *Quin,* i. 1719–1723——A fixed salary for schoolmasters would not lead to apathy and indifference, *Simpson,* i. 2431——Masters would be an inferior class to the present if salaries reduced, *Kyle,* i. 2176–2186——Suggestions for salaries of teachers, with power to the board to give gratuities, *Blake,* i. 3588–3593——Rate of salaries allowed by the board to schoolmasters, *Quin,* i. 1409–1411, *Macnamara,* i. 4315——Teacher's salary to be recoverable before the quarter sessions, *Simpson,* i. 2928–2930.

See also *Fees to Teachers. Parish Ministers. Professors,* 5. *Teachers,* 2.

Salviati Collegio. See *House of Orphans.*

San Michele a Ripa. An educational institution in Rome for the lower orders, where they are learnt a trade, *Wiseman,* ii. 6110——Particulars relative to the institution and course of instruction therein, *Wiseman,* ii. 6122–6136.

Saunders, Robert John. (Analysis of his Evidence, i.)—Inspector of factories; extent of district, 5029–5032——Regulation in the Factory Act for children under twelve having two hours' education per day, 5034, 5035——Evasion by manufacturers by discharging children under the age, 5036——Nature of objections by both manufacturers and parents, not so much to education as to the partial nature of the law, hands not in factories or employed in agriculture being unrestricted, 5037–5048——Some parents consider the Act as an infringement on their natural rights, by interfering in the manner they should bring up their children, 5049, 5050——They might not object if the education was compulsory, the parents being left to the choice of it, 5051–5053.

Instances in which schools have been established in factories since the Act, and advantages of them, 5054–5057——Advantage that would result from Government assistance in establishing schools in manufacturing districts, with a small contribution from the district for their support, 5058–5060——Advantages that have resulted from factory schools, 5061–5063——How far agricultural population can afford two hours per day for the education of their children; schools should be opened earlier and later, 5064–5071——Opportunities of education in towns; supposed deficiency in agricultural districts, 5072——Opinion relative to Government providing the school, the support of it being by assessment of the district, 5078–5086——There should be a certain proficiency of education attained previous to children being allowed to work in factories, 5087–5089——The hostility to compulsory education would be removed as its advantages became apparent, 5090.

809

Saxon School, at Rome. Founded by King Ina; destroyed in the Incendio del Burgo; the English college raised on its foundation, *Wiseman*, ii. 6358.

Say's Works. No objection in the Roman colleges to admit his works on political economy, *Wiseman*, ii. 6069.

Scholars. See *Pupils. Students.*

Scholarships and Exhibitions. They are advisable to a limited extent, *Bryce*, i. 1189——Names of royal schools in which there are scholarships and exhibitions; they should be opened to any of the schools, *Kyle*, i. 2025–2040.

School Books. See *Books*, 1.

School of Design. Branches taught therein at the Cork Mechanics' Institute, *Bullen*, i. 3993–3995.

School Houses. See *Buildings. Sites for School Houses.*

School Masters. See *Normal Schools. Teachers.*

School Requisites. How far the Commissioners of Education provide school requisites for the royal schools, *Kyle*, i. 2165–2168——Nature of school requisites furnished by the Board of Irish Education, *Blake*, i. 4159–4164.——*See* also *Outfit of Schools.*

Schools. Schools in the same establishment for the upper and lower classes are not advisable, *Simpson*, i. 2294. 2298, 2299. 2349——Mode by which the proposed board should proceed to establish a school where wanted, *Simpson*, i. 2666*——Schools attached to public institutions preferred to lectures; they should maintain themselves after being established by Government, *Bullen*, i. 3711——Description of schools in Ireland, and comparison with those in England, *Hincks*, i. 162–164. 167——Extension of schools in Ireland recommended, *Hincks*, i. 228. 232–245——Improvements therein suggested, *Porter*, i. 757. 769——Regulations of the Irish Board not being attended to would cause connection with the school to cease, *Blake*, i. 3466.

Number of schools and scholars under the Irish Board in 1834; grants towards the establishment, and applications from Protestants and Catholics for aid, *Blake*, i. 3555–3558. 4038——Number of schools in the Belfast Academy, and particulars relative to them, *Byrce*, i. 80. 123–129——Names of schools in the Belfast Institution, *Hincks*, i. 249–252——Separate schools therein recommended, but not separate charges, *Hincks*, i. 254——The division of schools is the same as in the Belfast Academy, *Bryce*, i. 1230——The mathematical school, when under Dr. Thompson, was considered one of the best in the institution; the classical school under Dr. Hincks has now the greatest reputation, *Bryce*, i. 1234.

See also *Business of Schools. Catholic Schools. Charter Schools. Diocesan and Royal Schools. English Schools. Normal Schools. Parochial Schools. Royal Schools. Secondary Schools. Sunday Schools.* Also *Schools and Educational Institutions under their respective names.*

Science of Education. See *Normal Schools. Teachers*, 1. *Universities.*

Sciences. Great taste for scientific education among the middle classes in Ireland, particularly in the south, *Hincks*, i. 211–215——Necessity for the application of science to the practical purposes of life, *Porter*, i. 682, 683, *Simpson*, i. 3257——Extent to which carried on in the Belfast Academy, *Bryce*, i. 988, 989——Extent to which apparatus is used, *Bryce*, i. 990. 996——Course of science recommended in district academies, *Simpson*, i. 3253, 3254——Nature of the scientific course pursued in the diocesan and royal schools, *Bryce*, i. 64, *Hincks*, i. 161. 204–208——The school department in the Belfast Institution does not yet embrace the whole range of science that it is desirable a boy should learn, *Hincks*, i. 343. 416–424——The classes for sciences and classics at Bristol College are distinct, *Jerrard*, ii. 6794.

See also *Mental Sciences. Natural Science. Physical Science.*

Scientific Institutions. See *Literary and Scientific Institutions.*

Scientific Lectures. Advantage of clergymen giving scientific lectures, *Simpson*, i. 2899–2902.

Scotch College at Rome. Founded after the Reformation, *Wiseman*, ii. 6359——Is considered rather poor than otherwise, *Wiseman*, ii. 6360.

Scotch Grammars. Are preferred in the better schools in the north of Ireland to the Eton Grammar, *Hincks*, i. 168.

Scotch Farming. Cause of the superiority of Scotch over English farming, *Knight*, i. 5213–5218.

Scotch Universities. Course pursued in the Scotch universities in the election of professors, *Bryce*, i. 113——They embrace all branches of literary and scientific instruction, besides the faculties of the various professions, *Simpson*, i. 3251.

Scottish Institution for the Education of Young Ladies. Report from this institution for 1835, *Reid*, i. 4663——Course of education, *Reid*, i. 4823–4828.

Scriptures. Mode of teaching them: In the Belfast Academy, *Bryce*, i. 1041—At Cheam, *Mayo*, i. 5836*–5844*—In the English Catholic colleges, *Wiseman*, ii. 6535–6539——Advantage of selections from Scriptures, *Knight*, i. 5157–5172, *Rickards*, i. 5306–5326, *Muggeridge*, i. 5446–5456——Advantage of those published by the Irish Board, *Blake*, i. 4043, 4244——Objection to selections, *Mayo*, i. 5845*–5863*——Those published by the Irish Board have not been objected to by the only Unitarian member of the board, *Blake*, i. 3449——Disadvantages of the education in those schools where the Bible is made the sole foundation book, *Simpson*, i. 3145——The Bible or Bible stories should not be used in the secular school but as a means of distinct education, *Simpson*, i. 3146–3150.

Early study of the Scriptures advocated, *Knight*, i. 5157–5172——Hostility to the establishment of schools by the Irish Board has been from the fear of its preventing the circulation of the Bible, *Blake*, i. 4236–4238——Extracts from the preface to Scripture Extracts, recommending the use of the Bible in schools, *Blake*, i. 4239——The Scriptures are not supplied by the Irish Board, they not thinking themselves authorised to circulate the Roman-catholic version as well as the Protestant, *Blake*, i. 4240——How far objections to the Roman-catholic notes to the Scripture lessons, *Blake*, i. 4250, 5251——Their introduction into the Kildare-place schools without note or comment, and being made a school-book, was the principal objection by the Roman-catholic clergy to these schools, *Macnamara*, i. 4280——There are instances of their being in the schools, but kept locked up, to obey the letter, but not the spirit of the regulation, *Macnamara*, i. 4281.

They are not put into the hands of children by the Catholic church till a certain age; they have catechisms and books of instruction, *Macnamara*, i. 4390–4394——Absurd to suppose that a child of ten years of age can understand the greater portion of the Scriptures, *Macnamara*, i. 4392, 4393——The Catholic church never excluded the Scriptures from the people with a view of keeping them in ignorance; it is only done to prevent their being an obtacle rather than a help to salvation, *Macnamara*, i. 4395——Objection to the use of the whole Bible in schools, *Rickards*, i. 5306–5326, *Muggeridge*, i. 5446–5456——Opinion in favour, *Mayo*, i. 5845*–5863*——Extent to, and mode in which the Scriptures are taught in Italy, *Wiseman*, ii. 5964–5969. 6386. 6392–6398. 6416–6427——Impossibility of priests not being thoroughly acquainted with the Scriptures, *Wiseman*, ii. 6535–6539.——*See* also *Religious Instruction. Sects.*

Scuole Regionarie. Manner in which these schools are supported and conducted in Rome and the larger towns of Italy, *Wiseman*, ii. 5890, 5891.

Secondary Degrees. Objection to the continental system of granting secondary degrees, *Bryce*, i. 1275.

Secondary Schools. Similar course of education to be adopted in academies and high schools as adopted in universities, *Bryce*, ii. 1268——Description thereof in Switzerland, and nature of education, *Bowring*, ii. 5784, 5785. 5832–5550.

Secondary Universities. Description of the secondary universities in Italy, nature of the education, and extent to which degrees are conferred, *Wiseman*, ii. 6435–6447.

Secretary to the Commissioners of Education. His duties, particularly as regards the payment of money, *Kyle*, i. 1788–1800.

Secretary of the Irish Board. His salary and duties, *Blake*, i. 3473–3483. 3489——If Boards of Education in Ireland consolidated, one secretary would be sufficient with additional clerks, *Blake*, i. 3488.

Secretary for Ireland. Should not be the minister of public instruction, *Blake*, i. 3404–3408.

Sects. Evils of attempting to sectarianize education, *Simpson*, i. 3146–3150——No sect should be excluded from the schools, *Simpson*, i. 3175——Necessity for different religious sects being represented at a Board of Education, *Blake*, i. 3373–3376——In the lesson books of the Irish Board every precaution is taken to avoid anything objectionable to any sect of Christians, *Blake*, i. 4248——Since the institution of voluntary church associations in 1832, a spirit of opposition has arisen to schools in Scotland in connexion with the Established Church, *Knight*, i. 5007——Manner in which scriptural lessons might be taught without interfering with the tenets of particular sects, *Rickards*, i. 5322–5326——Objections to the joint instruction of children of different sects have been entirely started by the higher class, *Duppa*, ii. 6325, 6326——Those educated at Rome have less controversial asperity in their modes of reasoning and intercourse with society than those who have not been educated there, *Wiseman*, ii. 6405.

See *Board of Education*, Scotland. *Religion. Religious Instruction.*

Selections from Scriptures. See *Scriptures.*

Selections from Works. Objections to selections from works instead of reading the whole work, *Bryce*, i. 42–44. 1090, *Hincks*, i. 185, 186.

Self Examination. Advisable that there should be a self examination of pupils, but not a comparison with their fellows, *Simpson*, i. 3041–3045——Students in Bristol College impressed with the necessity of, *Jerrard*, ii. 6884.

Seminants. A moderate provision should be made for the Board of Seminants in the normal school when application made for it, *Simpson*, i. 2759——Which might be continued at college as a prize for a good examination, *Simpson*, i. 2782, 2783——Religious opinions of seminants need not be inquired into, as they would not be required or allowed to teach religion, *Simpson*, i. 2793–2796——They should not board within the walls of the institution, *Simpson*, i. 3113–3115——Education of seminants will remain stationary during the time they are in normal schools, but which will be obviated by their having sufficient inducement to self improvement, *Simpson*, i. 3134, 3135.

See also *Normal Schools.*

Seminario Romano. See *Roman Seminary.*

Senatus Academicus. Proposed colleges should, in their internal regulations, be governed by a Senatus Academicus, *Simpson*, i. 3261–3266——Mode by which the Senatus Academicus in collegiate institutions should be constituted, *Bullen*, i. 3890–3895——No objection to extending to the Senatus of universities, information relative to education under certain restrictions, *Muggeridge*, i. 5516——Senatus Academicus advisable for large institutions, but not for the Bristol College, *Jerrard*, ii. 6706.

Servants. Instances at Rome of their extraordinary desire to learn, *Wiseman*, ii. 5974.

Sexes. Reasoning in favour of the education of both sexes in the same school up to the age of fourteen, *Simpson*, ii. 2389–2409——Up to the age of ten, *Mayo*, i. 6078*–6080*——Both sexes are in some cases taught in the same school, in schools under the Irish Board, *Blake*, i. 4155–4158.

Shareholders. How far they would be content to surrender their control of an institution upon Government conferring some privilege and appointing a superintending body, *Jerrard*, ii. 6686. 6696–6702.

See also *Proprietory System. Subscribers.*

Silk Mills. Counties in which silk mills have been established since the passing the Factory Act, *Saunders*, i. 5054.

Simpson, James. (Analysis of his Evidence, i.)—Advocate at the Scotch bar, resident in Edinburgh, 2266–2268——Cause of witness being led to consider the subject of education, 2269–2278——Meaning of education; its divisions, 2279–2281——Ages at which children should leave juvenile schools, 2282, 2283——Advantage of education in infant schools over maternal education, 2284–2293——Study of languages should commence at the age of fourteen, and not before, 2296, 2297. 2301. 2324. 2368–2371——Schools in the same establishment for the upper and lower classes are not advisable, 2294. 2298, 2299. 2349——Description of knowledge that should be taught previous to the age of fourteen and afterwards, 2300——Objection to De Fellenberg's plan of distinguishing between the upper and lower classes; plan of colonization might be tried with intelligent boys after the age of fourteen, 2302–2306.

Making a certain number of boys transact the business of the school, such as going to market, &c., may be advantageous, if done consistently with their course of study and moral training, 2307, 2308——System of gardening may be advantageous, if it does not interfere with elementary education, 2309–2312——Advantage of gymnastics, 2313–2315——In allowing boys the profits of their labour, care should be taken that it does not encourage selfishness, 2316–2319——To what extent emulation should be encouraged, 2320, 2321——Disadvantage of the too early encouragement of any particular talent or power, 2322, 2323——Advantageous to present to the learner a number of objects of study, 2324——Reasons showing the necessity for education being made a national object, 2325–2331——Equality of education would not take away that stimulus to exertion by means of which society is improved, 2332–2342——There are no classes well educated as things are in this country, 2343.

Great improvement is wanted in the education of the middle and upper classes, 2345——Too much time has hitherto been allotted in schools to reading, writing and accounting, 2346–2348——Objection to labour, except as an accessary to instruction, before the age of fourteen, 2350–2354——Effect of education on the views of the labouring classes, 2355–2364——When education comes to be what it ought to be, all ranks will assemble in the same school as they do now in the same church, 2365, 2366——Separation of the two ranks should take place after the age of fourteen, 2367–2371——Association in early life would cause harmony among all classes, 2372, 2373——Advantage of the commixture of ranks in the High School at Edinburgh, 2374–2377——Moral evils of the distinctions made at the universities in favour of the aristocracy, 2378–2380——Advantage of the association of children of different conditions at the same school, 2382–2385——Advantages of the mode of education adopted in the Model Infant School of Edinburgh, 2386–2388——Reasoning in favour of the education of both sexes taking place in the same school up to the age of fourteen, 2389–2409——The funds for education should be provided by the nation, 2410–2417——Government should provide funds for the outfit, 2418–2420——A rate should be laid indiscriminately on all classes, 2420–2427.

Simpson, James. (Analysis of his Evidence, i.)—*continued.*

Proposed manner of insuring proper qualifications for teachers, 2430–2433——Advantage of allowing localities or districts to assess themselves, 2434–2436——Preference of equitable taxation over voluntary contributions; detail of objections to the latter mode, 2437–2462——No difficulty in the way of a Government grant, aided by local assessment, 2463, 2464——Advantage of a legislative enactment over leaving education to the casual arrangements of any Government that may be in power, 2465–2467.

[Second Examination.]—Under a system of national education, there would be less necessity for private teachers, 2468–2494——Preference for annual Parliamentary grants on estimates over endowments in land, 2495–2501——Arguments in favour of the sale of property that has been bequeathed for the purposes of education, and applying the proceeds to the purposes of national education, 2502–2511——The universities have not diffused the best education, 2512–2517——Bequests should be placed at the disposal of the proposed board, 2518, 2519——Endowments, if all accumulated, would not be nearly adequate to the support of a national system, 2520——Private endowments might cause a competition with the general system, 2521——Existence of a systematic arrangement of national instruction in Prussia and America, 2522–2524——Further evidence in favour of assessment for national education, 2527–2542——Sum that would be required from the nation would be as large as that granted to the West India proprietors, to be granted in small sums, 2543–2548——Education should be free to all classes who chose to accept it; detail of the grounds for this opinion, 2549–2566.

[Third Examination.]—Education should be free throughout the country, 2567–2569——Absence of fees, periodical appointment and rigorous inspection would elevate the character of teachers, 2570–2582——Further evidence against voluntary contributions and in favour of assessments, 2585–2588——Arguments in favour of compulsory education, 2589–2689——Proposed system for the establishment of a minister of public instruction, a national board of education, examinators and inspectors, 2666——Mode by which the board should proceed to establish a school where wanted, 2666*——The appointment of the board by royal commission is better than any system of self-election or appointment by colleges, 2667–2674. 2677–2680——The minister of public instruction should be a permanent officer, 2675, 2676——Periodical reports to Parliament would keep the board from becoming merely mechanical, 2681–2683.

[Fourth Examination.]—Teachers should not be members of the board, 2705–2712——Statistical information as to education should come through the inspectors to the board, 2713–2715——Ample powers with which the board should be invested, 2716, 2717——It should have the power of purchasing land, 2718–2728——Extent of ground necessary to be attached to each school, 2729–2732——Arrangements for building school-houses should be under the direction of the board, 2733–2739——Requisites for the outfit that should be provided by the board, 2740–2744——The board should establish normal schools immediately, 2745, 2746——Teachers should receive from the normal schools a "brevêt de capacité," 2747–2751.

Character of teachers will be elevated under the new system, 2752–2755——Extent to which emoluments of teachers should be increased, 2757, 2758——A moderate provision should be made for the board of seminants in the normal schools, when application made for it, 2759——Which might be continued at college as a prize for a good examination, 2782, 2783——The board should have the power of removing teachers for misconduct, 2763–2774——Under a vigilant press and a vigilant legislature, national education could not be converted to state purposes by the Government of the day, 2775——Examination of teachers should take place upon their leaving the normal school, 2776–2780——Teachers licensed and not being able to obtain appointments, might be allowed to teach on their own account, 2784–2792——Religious opinions of seminants need not be inquired into, 2793–2796——Appointment of teachers by the board would be better than any parochial or local control, 2797–2799.

Amount of salary of teachers should be fixed by the board, 2800–2802——It should be graduated according to the population of the parish, 2806–2831——Manner in which the inconveniences arising from a dislike on the part of the parish to a schoolmaster might be obviated, 2832–2839——Suggestion for a widows' fund, for providing for the families of teachers, 2842–2844——The board should have the power of framing bye-laws, 2845–2860——Proposed qualification for inspectors, 2861–2866——Necessity of a perfect series of school books, 2867–2873——Advantages of those about to be published by the Messrs. Chambers, 2876–2880——Advantage of educational societies in the three kingdoms publishing journals, for the better improvement of teachers, 2882–2884——Benefits that would arise to the upper classes and to teachers from meeting in the same society, 2885–2887——Premiums should be offered for improvements in school apparatus generally, 2888–2892——Importance of Dr. Reid's cheap chemical apparatus, 2892.

[Fifth Examination.]—It would be injurious that teachers should be clergymen, 2893–2898——Advantage of clergymen giving scientific lectures, 2899–2902——The salaries of the board should be as high as those of the judges, 2903–2907——Mode of choosing members of the board, 2908–2915——There should be one board for each kingdom under the

Simpson, James. (Analysis of his Evidence, *i.*)—*continued.*

the minister of public instruction, 2916–2919——Parishes should be bound to meet the board when the board considered it necessary to found a school, 2922–2927——Teachers' salary to be recoverable before the quarter sessions, 2928–2930——Assessment for the payment of the master should continue for the period he holds his office, 2931–2934——Parish committee should be elected by the rate-payers, 2935–2953——Statement in writing of the proposed system of education from birth to the age of fourteen, 2954——Statement of the mental philosophy or analysis of the human faculties upon which that system is founded, 2955, 2956——Advantage of witness's system, 2957——Importance that the youthful student should be possessed of an analysis of the human powers, 2958–2960.

Practical application of witness's principles in the infant school at Edinburgh, 2961–2966——Advantages of infant schools, 2967–2975——System of moral and intellectual training adopted by Mr. Dun in the Lancasterian schools of Edinburgh, 2976——Advantages of the plan adopted by Mr. Dorsey at the High School, Glasgow, 2976——Advantages of the proposed over the present system of education, 2994–3003——Extent to which it is possible to carry the proposed system into effect according to the present state of society, 3006–3011——Extent to which the legislature should interfere in reducing the labour of children, 3012, 3013——Instruction should be communicated principally by the exposition of the master, 3014–3018——Names of other schools in Great Britain and Ireland, and abroad, where the system proposed by witness is to a certain extent adopted, 3019——Advantages of drawing, 3022–3025——Vocal music should be taught, but not instrumental, 3026–3031——Advantages that will be derived by the lower classes from education; no fear of over educating them, 3032.

[Sixth Examination.]—Difficulty of getting directors to superintend shools under the voluntary subscription system, 3033——Opinion against rewards and punishments in schools, 3034–3040. 3064–3067——Advisable that there should be a self examination, 3041–3045——Encouragement of the stimulants of fear and emulation is disadvantageous, 3049–3052——Public examinations would be objected to under the improved system, 3053–3062——Ignorant absurdity of giving tasks for neglect of study, particularly scriptural tasks, 3068–3070——Manner in which the higher feelings of children should be appealed to instead of the lower, 3073–3078——Number of seminants that might be taught in one normal school, 3079–3080——It would be advantageous to establish professorships of didactics in the universities, 2081, 3082——Mechanical arrangement of a normal school, 3083, 3084——Manner in which any exclusive character might be obviated in normal schools, 3084–3089——To what the small number of well qualified teachers is attributable, 3090–3094——Females should have the privilege of attending normal schools, 3095–3096.

Private education up to fourteen will not be so advantageous as that in schools, 3097, 3098——After fourteen education should be private, 3099——Necessity for well educated governesses, 3100, 3101——Education previously to fourteen is as practically essential to the real business of life as after that age, 3102–3106——Ages at which seminants should commence in the normal schools, 3107——Advantage of monitors being draughted off to receive the normal education, 3108, 3109——Bursaries, as part of the normal system, might be founded to any extent, 3110, 3111——Seminants should not board within the walls of the institution, 3113–3115——Advantage of the monitorial system, 3116–3133——Inducement that should be given to seminants to self improvement, 3134, 3135——Evidence upon the manner of communicating religious instruction, 3136–3153. 3160–3181——As much ignorance, superstition and prejudice in London and Edinburgh as in Hindostan, 3154–3159.

[Seventh Examination.]—Nature of the defects in the education of the middle and upper classes, 3182–3185——Evils of the boarding system, 3186–3190——Great writers on education who have dwelt on the necessity of good moral training, 3191——Objection to the proposed mode of teaching the classics, and improvements suggested, 3191–3235——Boys coming from the present academies and universities are unfit for the situations they are to occupy in after life, 3236, 3237——Defects in the constitution of society resulting from deficiencies in education, 3238–3245——The quality of self love is advantageous when it does not degenerate into selfishness, 3246–3248——Suggestions for district academies, 3249–3252——Course of science recommended therein, 3253, 3254——Advantages of the Belfast Academical Institution, 3255——Pupils should be free to select those lectures most fitting for them, 3256——Provision should be made in the academies for the application of the sciences to the practical purposes of life, 3257——Advantages of attaching schools of art to the institutions, 3258, 3259——Manner in which the professors in the proposed institutions should be elected, 3261–3267——Professors should be paid by fees, 3268–3272.

The expense of building of provincial colleges should be defrayed by the state, 3273–3275——The grand jury should be made a representative body, 3276–3278——Local committees in towns should be appointed by the town council, 3279–3281——Cause of the preference of the town council and grand juries to a meeting of the rate payers *en masse* for appointment of local committees, 3280–3284——Properly constituted agricultural schools would be advantageous, 3286–3292——Apprenticeships' and mechanics' institutions are more suited to the artizan population than separate schools, 3293–

Simpson, James. (Analysis of his Evidence, i.)—*continued.*

3295——Districts should be under the instruction of the Education Board, 3298, 3099 ——Universities should not be under the control of the board, though they should report to it, 3300–3303——Advantage of establishments in the nature of the Edinburgh Association, 3304–3319——Establishment of galleries and collections of art are most desirable, 3320–3334——Establishment by Messrs. Murray of the Caledonian pottery at Glasgow, of a school, and means of recreation for their workpeople, 3335——Necessity for the abridgement of the hours of labour, 3336, 3337——Tendency of proper education to diminish crime, 3338——Necessity for a Legislative enactment to carry into effect the proposed plan, 3339–3343——The taking up the question of education by the ministry is no longer a matter of choice, 3344——Necessity for further education than mere reading and writing, 3354——Necessity for immediate legislation for forming the board and normal schools, 3346, 3347——Advantage to England and Scotland of part of the proposed plan being about to be adopted in Ireland, 3348—— Professors should reside in the town and not at the college, 3351.

Singing. Advisable that it should be taught in schools, *Blake,* i. 4262——Manner in which the deficiency in education in England operates against teaching singing, *Knight,* i. 5534, 5535——Advantages of singing; extent to which it is taught in witness's establishment at Cheam, *Mayo,* i. 5966*–5973*——Advantages of; English boys have not so much taste for it as others, *Duppa,* ii. 6191–6198——It would be a great advantage if it could be made universal in education, *Wiseman,* ii. 6568.

See also *Music.*

Sismondi. His works would not be allowed in educational institutions in Italy, *Wiseman,* ii. 6076——He has been completely confuted by Manzoni, in his work Sulla Morale Cristiana, *Wiseman,* ii. 6076.

Sites for School Houses. Difficulty of procuring sites for school-houses in Ireland, from the opposition of Protestant landlords; necessity for Legislative interference, *Macnamara,* i. 4306–4321.

Slave Trade Act. Encouragement given by the passing of this Act to endeavouring to overcome the difficulties against a system of national education, *Simpson,* i. 3343.

Smith, Dr. *Adam.* Objection to his view as to endowments, by means of fixed salaries, *Bryce,* i. 1306——His opinion that the universities have been the subject of reproach, as the asylums of error hunted out of every other corner of society, *Simpson,* i. 2512—— His writings are against the engrossing and indiscriminate application of classical studies, *Simpson,* i. 3219——No indisposition in the Roman colleges to admit his works on political economy, *Wiseman,* ii. 6069–6071.

Social Privileges. Should be denied to those who are not qualified by education, *Simpson,* i. 2642.

Society. Extent to which it is possible to carry the proposed system according to the present state of society, and effect that system will have in improving society, *Simpson,* i. 3006–3011——Defects in the constitution of society, resulting from the deficiencies in education, *Simpson,* i. 3238——Customs and habits of society are degraded by the want of a high morality, *Simpson,* i. 3245.

Soleure, Canton of. Statement relative to the votes for a new federal pact, and means by which the measure carried, *Bowring,* ii. 5572——Catholic and Protestant party very nearly balanced there, *Bowring,* ii. 5573, 5574.

Somaschi. They are a religious order, similar to that of the Scuole Pie, *Wiseman,* ii. 6109.

South of Ireland. Failure of the establishment of diocesan schools in the south of Ireland, *Kyle,* i. 2260, 2261. 2264.

Spanish Language. A Spanish school has been only latterly established in Belfast Academy; and there is not such a demand for the language as to keep up a class constantly, *Bryce,* i. 138.

Speaking Latin and Greek. The habit of speaking Latin ought to be attempted in schools, *Bryce,* i. 40–44——Manner in which difficulties in the way of speaking Latin may be overcome, and a correct style attained, *Bryce,* i. 47–53——Speaking Latin would not be advantageous, from the fear of speaking bad Latin, *Hincks,* i. 193——There would be no advantage in speaking Latin and Greek, *Simpson,* i. 3230–3233——Speaking Greek recommended; a competent knowledge of the Greek accent might be easily acquired, *Bryce,* i. 61, 62——The practice is introduced with benefit into the Belfast Institution by Dr. Neilson, *Bryce,* i. 1306——Speaking Latin not adopted in the Bristol College; the *vivâ voce* reconstruing lectures is an approach to it, *Jerrard,* ii. 6854.

Spinning. Spinning is falling off in female schools, *Macnamara,* i. 4379.

State

State Purposes. See *National Education.*

Statistics. There is not much knowledge of statistics in Ireland, *D'Alton*, i. 894——Statistical information as to education should come through the inspectors to the board, *Simpson*, i. 2713–2715——Constitution of the board would lay the foundation of a more correct and extended arrangement of educational statistics, *Muggeridge*, i. 5517–5520.

Stonyhurst College. Celebrated establishment for Catholic education conducted by the Jesuits, *Wiseman*, ii. 6513, 6514——Is principally a lay college; they have built a house separate from the college for their ecclesiastical students, *Wiseman*, ii. 6567.

Stuart Street School, Edinburgh. There are in Edinburgh several institutions for young ladies upon the mode of the first, in Great Stuart-street, where the education is very complete, *Simpson*, i. 3019.

Students. Number that might be taught by one teacher under the proposed method, *Simpson*, i. 2986–2993——Number of pupils in the Bristol College, which is small compared with the population of the city, from the difficulties the college has had to contend with, *Jerrard*, ii. 6775, 6776——Hours of study at Haileybury; the rank of the student is marked as he answers the questions set before him; how far that influences his future prospects in life, *Jones*, i. 5775*–5789*——How far they are allowed to make choice of the classes they will attend in the colleges at Rome, *Wiseman*, ii. 6051–6059——They should be bound to attend the essentials of education, and after a certain age should be allowed to select their course of study, *Jerrard*, ii. 6672–6674——Extent to which the students in colleges mix with the Protestants who come to Rome, *Wiseman*, ii. 6406——Mode of admitting them into the Roman seminary and other colleges in Rome, *Wiseman*, ii. 6430, 6431——The moral state of the students, in the English Catholic Colleges, as healthy and pure as in any establishment, *Wiseman*, ii. 6576.
See also *Examination of Students. Pupils.*

Student's Magazine. Mode of conducting it in witness's establishment, and advantages of the plan, *Mayo*, i. 6121*–6123*.

Study. It is easy to make children fond of learning as an amusement, *Bryce*, i. 1083——Advantageous to present to the learner a number of objects of study, *Simpson*, i. 2324——Course of study more severe than formerly at Haileybury; advantages thereof, *Jones*, i. 5722*–5727*——Teaching several branches together does not interfere with the clearness of perception necessary for the acquisition of knowledge; activity and intelligence is increased by varying study, *Mayo*, i. 5878*–5883*.

Subjects. Exercises on particular subjects treated of in works, with reasons for supporting a particular subject, might be applied in elementary schools, with good masters and good manuals, *Mayo*, i. 6015*–6025*.

Subscribers. In institutions existing, subscribers must have some power; but it should be considered a necessary evil rather than a thing to be copied in beginning an institution *de novo*, *Bryce*, i. 1169.——*See* also *Proprietory System. Shareholders.*

Subscription Schools. They form the most inconsiderable part of schools in cities in Scotland, *Knight*, i. 5014.

Subsidiary Institutions. They might be placed under the jurisdiction of the board, *Muggeridge*, i. 5511–5513.

Sulphur Casts. There was a valuable collection of, in the Cork institution, *Bullen*, i. 3763.

Sunday Schools. Manner in which they have indirectly led to parents in Scotland indulging in excesses, *Knight*, i. 5176——They do good in improving the habits and conduct of those frequenting them, *Rickards*, i. 5316.

Superannuations. Desirable that the commissioners should have power of superannuating incapacitated masters, *Quin*, i. 1701–1704. 1707——Necessity for the board having the power of granting them to both inspectors and masters, *Blake*, i. 3471, 3472. 3591——Stimulus to good conduct, on the part of schoolmasters, would be stronger if they had a superannuation allowance, *Macnamara*, i. 4345.

Surplus Funds. How far surplus funds of the Commissioners would be applicable to building school-houses, *Kyle*, i. 2170–2175.

Surveying. Should be embraced in a course of general education, *D'Alton*, i. 902.

Swearing. In the senior department of Bristol College, this crime is punished with suspension, *Jerrard*, ii. 6866.

Swiss Papal Guards. The Swiss papal guards at Rome are exclusively taken from the Catholic Cantons, *Wiseman*, ii. 5999.

Swiss Peasants. They mostly possess lands; facility of mortgaging in Switzerland, *Bowring*, ii. 5794–5796.

Switzerland. Out-door instruction has been tried there with advantage, *Simpson,* i. 3018——Manner in which the advantages of education have been particularly applied to Switzerland, *Bowring,* ii. 5557–5571——Examination as to whether education has been the cause or effect of the prosperity of Switzerland, *Bowring,* ii. 5607–5616——In the schools there, there are rooms specially for the mechanical pursuits of the boys, *Duppa,* ii. 6153.

T.

Talents. Disadvantage of the too early encouragement of any particular talent or power, *Simpson,* i. 2322, 2323.

Tapestry Weaving. Has been brought to great perfection in the school of San Michele at Rome, *Wiseman,* ii. 6133.

Tasks. Absurdity of giving tasks as a punishment, particularly scriptural tasks, *Simpson,* i. 3068–3070.

Tata Giovanni. Origin of this institution for educating the lower orders in Rome; its nature, *Wiseman,* ii. 6111–6115.

Taxation. A taxation for the purposes of education is equally as justifiable as a taxation for the purposes of war, *Simpson,* i. 2436.
See also *Assessment. Local Taxation. Voluntary Principle.*

Tea and Coffee. If Government gave the poorer classes of Ireland cheap tea and coffee it would check the inordinate use of whiskey, *Bullen,* i. 4004.

"*Teacher, The.*" A book by Mr. Abbott, called "The Teacher," published in America, contains a number of interesting facts on the subject of practical education, *Hincks,* i. 464.

TEACHERS:

1. *Defects in the Education of Teachers, and Remedies suggested.*
2. *Appointment of Teachers, and Salaries.*
3. *Teachers in particular Schools.*
4. *Teachers Abroad.*

1. *Defects in the Education of Teachers, and Remedies suggested:*

Evils of ignorant schoolmasters, *Muggeridge,* i. 5438–5445——As a whole, the present teachers are a class that ought to be got rid of as soon as possible, *Macnamara,* i. 4340–4357——The small number of well qualified teachers is attributable to the poor remuneration they receive, and their degraded rank in society, *Simpson,* i. 3090–3094——Necessity for good teachers, *Knight,* i. 5241–5243——Mode by which the unwillingness of masters to adopt new methods of instruction and new text books might be obviated, *Hincks,* i. 175, 176. 181——Male teachers would be preferable in every school, *Simpson,* i. 3095, 3096, *Blake,* i. 4155–4158——Difficulty in agricultural schools of finding a master capable of undertaking the duties of both master and gardener, *Duppa,* ii. 6155–6159.

Teachers should be made acquainted with the principles of the art of teaching, *Bryce,* i. 144–149——There should be one uniform system of instruction, *Hincks,* i. 384——Difficulty of disseminating the knowledge of good modes of instruction, *Mayo,* i. 6053*–6055*——Lectures given in the Belfast Academy on the science of education; number of students, and fees, *Bryce,* i. 952–958. 972——Mode proposed to be adopted for securing well qualified teachers, *Bryce,* i. 963. 965. 1261, *Simpson,* i. 2430–2433——There should be a professorship of the art of teaching, with a special department for the purpose, *Bullen,* i. 3932–3934——Extent to which the Board of Education in Ireland have gone in training teachers, *Bryce,* i. 966——Effect of establishing private schools for the education of teachers, *Bryce,* i. 973.

There cannot be a sufficient supply of qualified teachers without national interference, *Simpson,* i. 2414——There has been no regular education for teachers, *Blake,* i. 4098, 4099——Places where some of those in the boards' schools have been educated, *Blake,* i. 4104–4106——If the normal schools established, there would be immediate applications for teachers, *Blake,* i. 4116, 4117. 4121——Names of those who had passed through a preliminary course should be placed in a public list, *Knight,* i. 4991, 4992——By whom teachers should be examined; means should be taken of giving publicity to the relative qualifications of teachers, *Mayo,* i. 6046*–6049*——Number of pupils that may be taught by one master, *Knight,* i. 5114, 5115——Comparison between the system of one teacher carrying the pupils through a whole course or having different teachers for different subjects, *Wiseman,* ii. 6521–6527. 6530——Necessity for different teachers for different subjects; the being brought into contact with different minds is advantageous to students, *Jerrard,* ii. 6675–6677——Character of teachers will be elevated under the new system, and the emoluments be such as to warrant considerable sacrifices to obtain the requisite education, *Bryce,* i. 149, *Simpson,* i. 2752–2755——Absence of fees, periodical appointment and rigorous inspection, would elevate the character of teachers, *Simpson,* i. 2570–2582.

Teachers—continued.

Diligence of schoolmasters might be stimulated by allowing them according to their conduct to be promoted from an inferior to a higher school, *Porter*, i. 547, 548, *Simpson*, i. 2803–2805, *Blake*, i. 4108–4111, *Knight*, i. 4937–4941, *Muggeridge*, i. 5481, 5482, *Mayo*, i. 6050*–6052*——Manner in which the inconveniences arising from a dislike on the part of the parish to a schoolmaster might be obviated, *Simpson*, i. 2832–2839——Objections to the management of education being entrusted to an incorporated body of teachers, *Blake*, i. 3386, 3387——The board should have the power of removing teachers for misconduct, they having the power of defending themselves, *Simpson*, i. 2763–2774——Objection to their being members of a Board of Education; difficult questions may be solved by consulting them, *Simpson*, i. 2705–2712, *Blake*, i. 3380–3385——Proposed powers of the local committee over them, and of the board over the committee, *Blake*, i. 3603–3605——No objection on constitutional grounds to the board sending through the country their own disciplined teachers, *Blake*, i. 4095–4097.

2. *Appointment of Teachers, and Salaries:*

Patronage of electing teachers in a public seminary where the master's income does not wholly arise from an endowment should be left to the masters, *Bryce*, i. 111, 112——Appointment of teachers by the board would be better than any parochial or local control, *Simpson*, i. 2797–2799——Manner in which they should be chosen from normal schools, *Mayo*, i. 6023*–6040*——Emoluments of masters, undermasters and assistants in the Belfast Institution, *Porter*, i. 532–546——Opinion as to masters depending solely on salary, or on salary and fees, *Porter*, i. 551–556, *Kyle*, i. 1869–1871——Large emoluments and church preferment causes masters to be less anxious about the number of their scholars, *Quin*, i. 1533–1535——Legal remedy they should have for the recovery of their salary, *Blake*, i. 3606, 3607——They generally pay more attention to those children whose parents are punctual and liberal in their payments, *Macnamara*, i. 4328——Salary of the master of Derry school; falling off of the school from the age of the master, *Ferguson*, i. 4468–4483.

3. *Teachers in particular Schools:*

Belfast Academy.—Present method of election of masters in the Belfast Academy, and evidence in favour thereof, *Bryce*, i. 84. 102–105——Modes by which the qualifications of masters, and their aptitude to teach, are ascertained for the Belfast Academy, *Bryce*, i. 107–109——In whom the power of removing teachers in the Belfast Academy is at present vested, *Bryce*, i. 117–120.

Belfast Institution.—Inclination and interest of teachers in the Belfast Institution to adopt every improvement, *Porter*, i. 627.

Board of Irish Education Schools.—Great portion of the course and method of instruction is left to the discretion of the teachers in the board's schools; course of examination for all teachers preparing, *Blake*, i. 3504.

Diocesan and Royal Schools.—Salaries of diocesan schoolmasters, and power given to the Lord Lieutenant to increase them, *Quin*, i. 1366, 1367——Power of the Commissioners to remove schoolmasters for misconduct in the royal schools, *Quin*, i. 1375–1377, *Kyle*, i. 1849–1852——Their appointments are chiefly in the Lord Lieutenant, *Quin*, i. 1470——Names of dioceses where no master has been appointed, and in which the clergy do not pay the contribution, *Quin*, i. 1399–1406——Power of the Commissioners over the masters of the royal schools; a visitation would be held in case of complaint against masters, *Quin*, i. 1589–1604, *Kyle*, i. 2006–2008——There is nothing to prevent a Roman-catholic or Presbyterian being appointed master of a royal school, *Kyle*, i. 2190–2192——Ushers as well as masters should be under the control of the Commissioners, *Kyle*, i. 2092–2099——The people would not be satisfied unless the Catholic clergy have some choice in the selection of teachers; advantage of an annual list of those who had passed an examination at Dublin being diffused throughout the country, *Macnamara*, i. 4358–4362.

In Scotland.—Their apartments limited to two rooms, *Simpson*, i. 2432——In whom the appointment of parochial schoolmasters, in Scotland, is vested; their qualifications, and nature of the examinations they undergo by the presbytery, *Knight*, i. 4968–4980——Those in the High School, Edinburgh, generally belong to the church of Scotland, *Reid*, i. 4738–4740.

4. *Teachers abroad:*

In Rome.—Mode of electing them in Rome; reason they are always clergymen, *Wiseman*, ii. 5870–5876——Their being clergymen does not interfere with their duties of education, *Wiseman*, ii. 5901–5912.

In Switzerland.—Their salaries; the situation is one of respectability, *Bowring*, ii. 5709–5714——Nature of their examination; advantages of a normal education, *Bowring*, ii. 5745–5751——Mode of appointment, and alterations suggested, *Bowring*, ii. 5754–5760——In whom power of suspension vested; periodical examinations of their fitness, *Bowring*, ii. 5774–5781——Offices from which they are exempt; their low pay causes them to accept other employments, *Bowring*, ii. 5786–5793.

See also *Assistant Masters. Examination of Teachers. Fees to Teachers. Female Teachers. Kildare-Place Society. Normal Schools. Private Teachers. Professors. Pupils and Teachers. Retiring Allowances. Salaries. Superannuations. Universities.*

Temperance Societies. System of mutual instruction by means of lectures delivered by the operatives themselves, *O'Brien*, ii. 6639.

Templemoyle Agricultural Seminary. Particulars relative thereto, *Ferguson*, i. 4508–4535——Abstract from the books, 1828 to 1835, *Ferguson*, i. 4532——Pupils admitted since 1828, and names of counties from whence they came, *Ferguson*, i. 4532——Further particulars as to pupils, places from whence they are admitted, and general advantages of the institution, *Ferguson*, i. 4536–4554.——*See* also *North West of Ireland Society.*

Termini. Educational institution in Rome called the Termini or Baths of Dioclesian, *Wiseman*, ii. 6110——Nature of the education therein, its funds and discipline, *Wiseman*, ii. 6116–6119.

Themes. Absurdity of the present mode of theme writing, *Simpson*, i. 3226.

Theology. Theological education would be more advantageously given in common with other studies than in separate colleges, *Bryce*, i. 1047–1050——Objection to public funds going in aid of supporting a chair of theology in a proposed university, *Bryce*, i. 1265–1267——Extent of theological instruction in the universities, and how far desirable to extend it, *Jones*, i. 5711*–5721*——It would be safer to exclude the granting theological degrees from provincial institutions, *Bullen*, i. 3804–3806——Manner in which it is taught in the Roman colleges, *Wiseman*, ii. 6017, 6018——In the English College at Rome, *Wiseman*, ii. 6379–6389——In the English Catholic colleges, *Wiseman*, ii. 6564–6567——*See* also *Religious Instruction.*

Thomson, Dr. James, of Glasgow. Attained great mathematical eminence without the aid of endowments, *Bryce*, i. 1306.

Thurgovia. Particulars as to the code Thurgovia for education, *Bowring*, ii. 5636–5638——Number of schools and scholars, and proportion of sexes, *Bowring*, ii. 5669–5673. 5678–5680.

Town Council. How far advisable to give the town council a voice in the election of professors, *Bryce*, i. 1180, 1181.

Towns. In the immediate neighbourhood of towns there is usually an opportunity of attendance at schools, *Saunders*, i. 5072, *Muggeridge*, i. 5423.

Towns and Burghs, in Scotland. Mode of management of schools in towns and burghs, and mode of supplying funds, *Knight*, i. 5009–5014.

Trade. Great increase thereof in Switzerland from the advantages of education, *Bowring*, ii. 5567.

Translations. From English into Latin are beginning to be used a great deal in Irish schools, *Bryce*, i. 34——Translation from Latin and Greek into English practised in some schools, *Bryce*, i. 1306——Preference given to the teacher translating the passages in reading Greek and Latin, rather than letting the boys use written translations, *Hincks*, i. 392–396——Mode adopted with regard to them at Bristol College, *Jerrard* ii. 6796.

Transportation. Its cost might be prevented by a general plan of national education, *Simpson*, i. 2413.

Trastevere. A large gratuitous school for the education of females of the lowest class opened by the French nuns of the Sacré Cœur, amidst the most dense population of Trastevere, *Wiseman*, ii. 6004.

Travelling. Improved facilities for, in Switzerland, attributed to the extension of education, *Bowring*, ii. 5570.

Travelling Expenses. Cases in which a schoolmaster's travelling expenses would be paid if summoned before the commissioners, *Kyle*, i. 1820–1822.

Trigonometrical Surveys. Those of Irish counties now in progress will afford the most splendid illustration that any country could possess, *D'Alton*, i. 902.

Trinity College, Dublin. Objection to the ancient Irish manuscript documents being inspected, for fear of injury to the interests of the college, *D'Alton*, i. 887——How far objections by, to the Cork Institution conferring degrees, *Bullen*, i. 3651——Course of classical instruction in the diocesan and royal schools is determined by the entrance course of Trinity College, Dublin, *Bryce*, i. 13–15. 41, *Hincks*, i. 182. 196, 197——Changing the entrance course and under-graduate course therein, would place the study of the classics on a more solid foundation, *Bryce*, i. 1236–1239——Latin and Greek compositions required of late in the examinations, *Bryce*, i. 21. 1306.

Proportion of boys that go from the Belfast Institution to the university, *Hincks*, i. 353, *Porter*, i. 564–566——Course of education pursued at the university gives a direction to the line of education throughout the whole of Ireland, *Bryce*, i. 970, 971——The course of education therein would always be the most complete, and the situations therein the most lucrative, *Bryce*, i. 1270——Professorship for the science of education should be adopted therein, *Bryce*, i. 1261——A court of examiners in the university might be instituted for the examination of masters, *Kyle*, i. 2087–2091——Amount of salaries of professors, *Bullen*, i. 3929.——*See* also *Universities.*

Tuscany. Societies there for political economy, *Wiseman*, ii. 6071.

Tyrone House, Dublin. Intention of purchaseing it for a normal school; estimate laid before Parliament; accommodation in the building, *Blake*, i. 4065-4075.

U.

Ulster. Provision made for the establishment of diocesan schools on the settlement of Ulster, *D'Alton*, i. 829.

Unitarians. Reasons why they should not be excluded as officers of the Irish Board or as commissioners, *Blake*, i. 3447, 3448.

Universal Suffrage. Is usual in those cantons of Switzerland whose constitutions were modified in 1830–31, *Bowring*, ii. 5582.

Universities. The universities have not diffused the best education, but without their aid, education would not have been heard of, *Simpson*, i. 2512–2517——With regard to the education proposed for the higher classes the university system should be modified and extended to the moral sciences, *Jones*, i. 5762*–5764*——Objection to the distinction made in the universities between the wealthier and humbler classes, association in early life would raise the standard of the latter without degrading that of the former, *Jerrard*, ii. 6677–6774——Comparison between the education at the Scotch and English universities, and the age of admission therein, *Knight*, i. 5244–5267.

Attendance on public worship thereat is considered a burthen, and frauds made use of to evade it, *Simpson*, i. 3185——Persons of all persuasions might be admitted in the universities to the benefits of education and perhaps to degrees, *Jones*, i. 5711*–5721*——They should not be under the control of the proposed board, though they should report to it, *Simpson*, i. 3300-3303——There is ample field for the establishment of universities in Ireland, in the north, south and west, *Porter*, i. 707–750——There should be one central board in each nation, which would constitute an university, with schools in the great towns, *Bullen*, i. 3798——The Irish university should have the power of examining students who had studied in the schools in England, and the English universities the same, provided they were recognised schools, *Bullen*, i. 3800.

Opinion in favour of establishing a central university for conferring degrees, and of colleges in connection with it in different parts of the country, *Jerrard*, ii. 6883——Ought now to take up the science of education and establish professorships, *Bryce*, i. 969——High honours attained in the universities will not obviate the necessity of attendance at normal schools, objection to establishing professorships in the universities for teaching, *Jerrard*, ii. 6724–6726——Inducements should be held out to teachers for attendance at the universities, *Simpson*, i. 2752–2755, 2776–2780——Teachers should be made to attend lectures to be established in a college, *Muggeridge*, i. 5438–5445.

See also *Classics. Languages*, 1. *Law. Lectures. Mechanics' Institutes. Metropolitan University. Normal Schools. Physical Sciences. Reports. Scotch Universities. Secondary University. Smith*, Dr. *Adam. Trinity College*, Dublin.

Upper Classes. See *Middle and Upper Classes. Universities.*

Ursiline Nuns. Course of education in the schools belonging to the Ursiline Nuns in Clare the same as in similar institutions in Cork, *Macnamara*, i. 4396–4400.

Ushaw College. College in the neighbourhood of Durham for Catholic education, *Wiseman*, ii. 6513——Hebrew is studied more extensively there than in other English Catholic colleges, *Wiseman*, ii. 6541——There is a mineralogical museum there, *Wiseman*, ii. 6545——Extent and value of the library attached to this college, *Wiseman*, ii. 6546, 6547——Number of ecclesiastical students, *Wiseman*, ii. 6567.

V.

Vacations. Period of vacations in the royal schools, *Kyle*, i. 2152.

Valpy's Delectus. Is a good deal used in some schools, *Hincks*, i. 184.——There is too great a mixture of prose and verse therein, but it is generally taken from good writers, *Hincks*, i. 186.

Valpy's Grammar. Has been introduced in some schools, *Hincks*, i. 168.

Vatican. Number of students in the college of St. Peter attached to the Vatican; funds by which supported, *Wiseman*, ii. 6014–6016.

Vatican MS. This is considered the oldest Greek manuscript, dated in 1206; particulars relative to its publication, *Wiseman*, ii. 6393.

Versification. See *Composition. English Poetry. Greek and Latin Verse. Latin Verse. Metrical Composition.*

Visconti. Complete series of medals made by him in Rome, *Wiseman*, ii. 6550.

Visitations. Power to the Commissioners of Education with regard to visitations, and how far acted on, *Quin*, i, 1378–1381.

Visitors. Duty of visitors, *Porter* i. 488——Power of the commissioners as to the appointment of local visitors for royal schools, *Quin*, i. 1607–1610, *Kyle*, i. 1817–1819——In institutions conferring degrees, those who had graduated with a certain amount of distinction should choose out of their own number a board of visitors, *Bryce*, i. 1168——Power of visitors with regard to ascertaining the mode in which a school is conducted; visitations should be more frequent, *Kyle*, i. 2106–2111——They should be appointed for collegiate institutions upon the same principle as elementary schools, *Simpson*, i. 3285.——*See* also *Ex-officio Visitors.*

Voluntary Principle. Schools would be better superintended under a national system than under voluntary contributions, *Simpson*, i. 2462——Preference of equitable taxation over voluntary contribution; detail of objections to the latter mode, *Simpson*, i. 2437–2462. 2585–2588, *Blake*, i. 3584——Difficulty of getting directors to superintend schools under the voluntary subscription system, *Simpson*, i. 3033——Manner in which voluntary schools would assist schools established by the state or by legal assessment, *Knight*, i. 4906–4909——Are established by the schoolmaster at his own risk, and they succeed well or ill according to his abilities or mode of teaching, *Knight*, i. 5014——Advantages of it; it has not gone far enough, *Muggeridge*, i. 5461.
See also *Assessment.* *Parliamentary Grant.*

W.

Wealth. Defective education causes the over-straining for wealth of merchants and manufacturers, *Simpson*, i. 3244.

West India Compensation Fund. Sum that would be required for national education would be as large as that granted to the West India proprietors; it should be granted in small sums, *Simpson*, i. 2543–2548.

Westminster School. Objection to the Monastic system of education adopted therein, *Simpson*, i. 3186.

Whiskey. Evils of the inordinate use of, among the lower orders in Ireland, *Bullen*, i. 4003–4006.

Widows' Fund. Necessity for a widows' fund, for providing for the families of teachers, *Simpson*, i. 2842–2844.

Winchester School. Reasons for disliking the Monastic system of education adopted therein, *Simpson*, i. 3186.

Wiseman, Rev. *Nicholas*, D. D. (Analysis of his Evidence, ii.)—Situations held by witness in Italy; his knowledge of education in the Roman States, 5854–5862——Manner in which education is carried on in Rome, 5863——Constitution and powers of the Congregazione dei Studj, 5864–5867——Manner in which the commune schools are established and supported, 5869–5870——Mode of electing schoolmasters; reason they are always clergymen, 5870–5876——Nature of the education of females in the Roman States, 5892–5900——Power of the council to displace masters when necessary, 5901–5912——Nature of the education in Rome, 5916–5925. 5939–5969——The use of certain books, which are contained in the Index Expurgatorius, is prohibited, 5926–5938——Fluency with which the Italian language is spoken, particularly in Tuscany, 5939–5943——The Latin language studied to perfection, 5948–5954——Writing has been more extensively taught, 5955——The decimal system of arithmetic adopted, 5955–5958——Manner in which religious instruction is taught, 5959–5969.

[Second Examination.]—Extent to which the population in the Pope's States are able to read and write, 5970–5974——Supposed reasons for the Lancasterian system of education being suppressed in the Pope's dominions, 5975–5985——Libri Prohibiti is out of print; its effects were limited; by what means books in it are obtained, 5986–5988——Particular editions of works only are prohibited, 5990–5994——Protestants are not interfered with in Rome by the Papal government, as regards education, 5995–6003——Schools in Italy for the education of females, 6004–6007——Nature of rewards and punishments in the schools, 6008–6011——Number and names of colleges at Rome for secondary or collegiate education, 6012–6016——Opinion, as regards Ireland, relative to Catholics and Protestants attending the same place of education, 6019–6025——Attendance of the children of the middle classes at the colleges, 6029–6033——Nature of the instruction given in the ecclesiastical seminaries, 6034–6040——Superior manner in which the Latin language is taught, 6041–6045——How far students are allowed to make choice of classes, 6051–6059——System of mental philosophy pursued in the Collegio Romano, 6064, 6065.

Reason there is no course of political economy in the Italian colleges, 6066–6068——No political bias in the whole course of Italian education, 6075——Works would not be allowed with principles against the ruling government, 6076–6078——By whom books in the different institutions are selected, 6079–6082——By whom the masters and professors are selected, 6083–6086——Names of colleges and pupils, and discipline adopted in lay colleges in Rome, 6087–6095——Advantages of the mode of education adopted by

Wiseman, Rev. *Nicholas*. (Analysis of his Evidence, ii.)—*continued.*

by the Jesuits, 6096–6099——Other orders that are remarkable for attention to the education of youth besides the Jesuits, 6100, 6101——Description of the charitable institutions for education in Rome, 6108–6137——There is no feeling against gratuitous education in Rome, 6138–6140.

[Third Examination.]—Particulars relative to the several colleges in Rome for the education of strangers, 6355–6362——Course of philosophy pursued in the English College, 6370–6378——Course of theology adopted therein, 6379–6389——Manner in which biblical studies are especially promoted in Rome, 6392–6398——The temporal power of the Pope is not alluded to in teaching theological studies at Rome, 6399–6402——No attempt is made in the system of education at Rome to bias the national or peculiar political opinions of persons of any country, 6403–6411——Advisable to make the English College a complete establishment for the preparation for professorships, 6412–6415——Manner in which the study of the Bible is encouraged; reasons for not putting it into the hands of children, 6416–6427.

[Fourth Examination.]—Colleges destined for the education of Italians coming from the various states of Italy, 6428–6430——Description of the secondary universities in Italy, 6435–6447——Mode of lecturing and nature of examinations in the Roman colleges, 6451–6454——No instance of any payment for public education in Rome, 6455——Evidence showing that the greater portion of persons at Rome can read, 6456–6458——The highest and the lowest orders in Rome are considered to be more moral than the middling class, 6460——Number of murders committed in Rome; supposed cause; comparison with London, 6461–6472. 6485, 6486——Crimes against property are very rare in Rome, 6473, 6474——Nature of the museums, libraries, &c. that exist in Rome, 6475–6477——Nature and character of the Arcadia, 6478–6480——Physical and mathematical sciences cultivated with energy at Rome, 6481——Improvements in mechanics of late years in Rome, 6481–6484——Expense to Government of museums and collections, bequests by private individuals, 6488–6497——In the provinces in Rome education, added to the occupation by the French, may have taught the lower orders to philosophise and become discontented, 6498, 6499.

Extent of restriction that has lately been put upon the study of the law in Rome, 6500–6507——Difficulty of travellers being able to qualify themselves sufficiently to address the lower orders, 6508–6510——Names of institutions for Catholic collegiate education in England, 6511–6520——Comparison between the system of one teacher carrying the pupils through a whole course, or having different teachers for different subjects, 6521–6527, 6530——Division of the course of education adopted in the English Catholic colleges, 6531–6534——Nature of the attention paid to religion as a branch of education, 6535–6539——Necessity for Latin composition; comparison of instruction in Latin in the English Catholic colleges with those on the continent, and with other colleges in this country, 6540–6542——Extent to which the physical sciences are studied in those colleges, 6544, 6545.

Extent to which libraries are established in the colleges for the use of the boys, 6546, 6547——Desirable that colleges should be furnished with casts from the antique, 6549–6554——Models of ancient buildings would be advantageous, 6555–6557——Objection to chronological charts, but not to geographical maps, 6559, 6560——Manner in which history should be studied, 6561–6563——Course of theological study pursued in the English Catholic colleges, 6564–6567——Funds by which the colleges are supported, 6569–6572——The absence of Protestants from them arises from the disinclination of the parents to send them, 6573–6575——The moral state of the students as healthy and pure as in any establishment, 6576——Mutual good feeling between the boys and teachers, 6577, 6578——The system of boarding and day scholars should be combined, 6579.

Wood's School, Edinburgh. This school adduced as a proof that male instruction is better than female, *Simpson*, i. 2389, 2390.

Woodroffe, Dr. Cork school of physic established by him, *Bullen*, i. 3791.

Woods and Forests. Their donation to the Templemoyle Agricultural Seminary to enable it to send boys from King William's Town, *Ferguson*, i. 4509.

Working Classes. A moral and religious education is what the working classes in Lancashire and Yorkshire most want, *Rickards*, i. 5301.

See also *Labouring Classes*.

Writing. In the present generation writing has been more extensively taught than formerly in Rome, *Wiseman*, ii. 5955.——*See* also *Reading, Writing*, &c.

Y.

Youghal. There is a scientific and literary association established there, *Bullen*, i. 3837.

Youths' Guardian Societies. Advantages of the societies established under this name in Leeds, *Rickards*, i. 5327.

Z.

Zoology. There is no course of, in the Collegio Romano or Seminario, *Wiseman*, ii. 6067.

Zumpt's Grammar. Advantage of having this grammar in schools, and difficulties of introducing it on account of the expense, *Hincks*, i. 171, 172.